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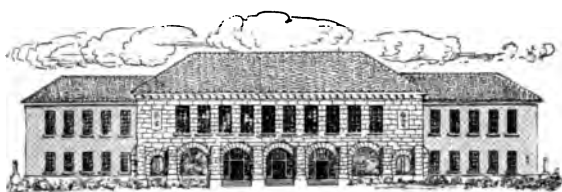
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EDUCATION IN INDIANA

AN OUTLINE OF THE GROWTH OF THE
COMMON SCHOOL SYSTEM

TOGETHER WITH

STATEMENTS RELATING TO THE CONDITION OF SECONDARY AND
HIGHER EDUCATION IN THE STATE AND A BRIEF HISTORY
OF THE EDUCATIONAL EXHIBIT

Prepared for the Louisiana Purchase Exposition, held at Saint Louis
May 1 to September 30, 1904

Indiana Dept. of Public Instruction

By F. A. COTTON
State Superintendent of Public Instruction

INDIANAPOLIS
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*INDIANA'S EDUCATIONAL EXHIBIT
AT THE LOUISIANA PUR-
CHASE EXPOSITION.*

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INTRODUCTION.

SIGNIFICANT LEGISLATION.

It was in May, 1785, that Congress passed an act providing for a survey of the Northwest Territory which should divide it into townships six miles square, each township to be further subdivided into thirty-six sections each one mile square and containing six hundred and forty acres. This act also provided that Section 16 in every township should be reserved for the maintenance of public schools. Here we have the origin of what have come to be considered the two most significant factors in the development of Indiana's school system—the township unit and the first source of revenue. The famous ordinance of 1787, to which we trace so largely the origin of our free institutions, set up for us a high ideal, which has dominated our work in education: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged." An act of 1804 authorized that a township of land be set apart near Vincennes to be used in founding a college. In 1816 the act which made Indiana a state provided for a section in each township for the use of schools, and also that one entire township, in addition to the one heretofore reserved for that purpose, be reserved for the use of a seminary of learning. The constitution adopted in 1816 provided for township schools, county seminaries, and state university, ascending in regular gradation, with free tuition and equally open to all. In 1818 the general assembly of Indiana passed a law making it the duty of the governor to appoint for each county a seminary trustee, who was to accumulate and invest funds arising from exemption moneys and fines, as provided in the constitution, and looking to the establishment of a high-grade secondary school in each county that should receive pupils from the township schools and fit them for the university. In 1821 the general assembly appointed a committee of seven to report to the next general assembly a bill providing for a

general system of education ascending in regular gradation from township schools to a state university. The work of this committee resulted in the law of 1824, which made the system consist of the rural school, the county seminary, and the state seminary. No provisions whatever were made for town or city schools. Indeed, the schools during all these years, and for many years longer, depended wholly upon the sentiment of the community. In 1833 a law made some attempt to elaborate the system by providing for a county commissioner of education, three township trustees, and three trustees in each school district.

SLOW DEVELOPMENT.

These acts tell the story of the progress of education in Indiana to the middle of the nineteenth century. School systems are not made by the passage of laws—except on paper. The Indiana system was on paper. The ideals were good, but they could not be realized for more reasons than one. The resources were meager, and in many cases not properly cared for. The county seminaries furnished practically the only opportunity for education, and this opportunity was poor enough, with a few exceptions. The buildings provided were poor, the equipment was poor, and those who attended had tuition to pay. The day of free schools for all was afar off, and illiteracy grew apace. The people were busy felling forests and draining swamps, and making for themselves homes. They exhausted their time and their energy in providing for their families the necessities of life, and in battling with malaria and other prevalent diseases. So they had no leisure for the contemplation of educational problems, and the spiritual life had to wait. Then, it must be remembered that our forefathers came from such diverse sections that the population was made up of almost every shade of belief, and with manners and customs as varied as the regions whence they came. New England, the Virginias, and the Carolinas contributed to the tide of emigration that settled our state, and the National Road became a dividing line between two sections that were to develop a great commonwealth. With such a diversity of opinions upon all subjects, it is not strange that educational progress was slow. The people were slow to impose upon themselves so-called burdens of taxation for public education, and it took a long struggle to bring about a different notion.

THE NEW CONSTITUTION.

Caleb Mills, who came to Indiana in the thirties as principal of the school at Crawfordsville (which afterwards became Wabash College), probably did more than any other man to bring a change of opinion. It was he who by his insistent messages inspired the law of 1849 and dictated practically the educational sentiment of the new constitution. Of course, there had been many men of high ideals, splendid teachers, who had come to the state at different times, and who with real missionary zeal had furthered the cause of education. M. Rivet, a Frenchman who had fled to this country at the time of the French Revolution—a well-educated, cultured gentleman—taught school at Vincennes as early as 1793. Then, such men as John I. Morrison and Barnabas C. Hobbs conducted schools from which young men went to college, and afterwards located in other towns in the state and opened schools of their own. It was through such men as these that the seminaries and private academies were maintained in the forties and fifties. As many as seventy-three of these schools had been established before 1850. Aside from the efficient work which these schools did in particular cases, they were of inestimable service in keeping the question of education before the people. The people still believed that parents should decide what education their children should have, and should provide it for them. They had not yet come into the notion that every child has a right to an education, and that it is to the public's interest to promote it by taxation. Secondary education was thought to belong to private enterprises and religious organizations. Seminaries similar to those established by the counties were founded by the churches, out of which grew many of the denominational colleges that are still flourishing and doing good work. Among these may be mentioned Wabash and Hanover, Presbyterian; DePauw and Moore's Hill, Methodist; Franklin, Baptist; Earlham, Friends; Butler, Christian; and Notre Dame, Catholic. It was the fact that these provisions had been made for secondary and higher education, and that no systematic provisions had been made for common schools, that led Caleb Mills to undertake the work which he did. He and the men whom he associated with him succeeded in arousing the people to a sense of their responsibility. The first fruit of their labors came in the law of

1849, the most significant provisions of which was the consolidation of schools in the districts. It is an interesting fact that before the middle of the nineteenth century Mills had seen the real solution of the problem of education in a democracy, and had named consolidation as the key. Out of this thought came the idea of centers of learning in districts, townships, and towns, with combinations possible in districts and townships, and finally with combinations possible between and among districts and townships. This made the township graded school possible, which in turn made possible and necessary the township high school. Mills, in his messages to the legislature in the forties, and afterward in his reports as state superintendent of public instruction, goes over all the arguments for consolidation and centralization of district schools. It was through such men as Mills on the outside, and John I. Morrison, chairman of the educational committee in the constitutional convention, that education received recognition in the new constitution. With the new constitution and the law of 1852, the township became the political and the school unit of the state. This fact is of the largest significance in dealing with the Indiana school system, for Indiana was probably the first state to make the township the school unit. The claims made for it and admitted need not be repeated here. The new constitution gave state supervision, and the people shortly voted in favor of taxation for the maintenance of schools. The movement forward with the new constitution was interrupted by unfavorable decisions of the courts and by the coming of the Civil War. In the early sixties from these causes the schools suffered and dropped to the lowest level. It was not until after the Civil War that the revival came. The Supreme Court held that local levies for tuition and common-school revenues were constitutional, thus making it possible for towns and townships to provide for terms of school of respectable length. This really was the beginning of public education in Indiana. Out of all these influences, with the township as the unit and center of educational activity, came township and county supervision and township and town and city high schools. It was an evolution and came naturally. The closing years of the last century witnessed a rapid development of our school system.

SIGNIFICANT FEATURES IN SYSTEM.

The attention of the student of education is called to what are believed to be significant features in the Indiana system.

First, the system has developed from the bottom to the top, from lower to higher education, from common schools to special schools, from the people.

Second, the unit of the system is the township for the educational affairs of which one trustee elected by the people is responsible. It may be proper to say here that the chief adverse criticisms to this arrangement have been three: (1) Too great power placed in one man's hands with no check on expenditure of funds. (2) No educational qualifications. (3) The incongruity of the triple duty placed upon the officer, namely, looking after the paupers, the roads and the schools. The first defect has lately been remedied by the provision of an advisory board. The second is being gradually eliminated by the people who attach great importance to the office on account of the schools. As a consequence the third defect has been reduced to the minimum.

Third, the township trustees constitute the appointing power of the superintendent of the county schools. In recent years the educational and professional qualifications of this officer have been increased and as a consequence better men are filling these places. It is believed that this mode of election removes the office further from politics than it would be with direct election by the people.

Fourth, the state superintendent of public instruction is elected by the people, among whom there is a perceptible tendency to attach more importance to the office and to demand better qualifications on the part of the incumbent.

Fifth, the state board of education, membership of which, with the exception of three members, is determined ex-officio, has always been considered a unique feature of the system. In recent years the three members were added and the appointive power was placed in the governor of the state, who is himself a member of the board ex-officio. This board has legal and advisory control of the primary and secondary education of the state. Township trustee, county superintendent, state superintendent of public instruction, and this board constitute the entire machinery of the common schools.

Sixth, ample provision has been made for higher education in the university at Bloomington, the technical and agricultural school at Lafayette and the normal school at Terre Haute, all of which are a part of the system and receive students from the high schools without examination. These institutions keep in close touch with the primary and secondary schools and the tendency is constantly toward higher standards.

Seventh, the student of education will not overlook the importance to be attached to the large number of excellent private schools and colleges in the state. These furnish every phase of education to a great and growing army of students.

Eighth, referring again to the township as the unit, it may be significant that the present tendency is toward centralization. With the advent of better roads and better facilities of travel there has come the demand for a perfect and complete school, covering the entire range of primary and secondary work in the center of each township. This demand is being rapidly met and it is the hope of the present state superintendent to provide for every country boy and girl just as good school privileges as are found in towns and cities in kind of work done and in length of term.

Ninth, particular attention may be directed to the provision made for the better preparation of the teachers. Aside from the schools, the teachers' associations, teachers' reading circle, county institute, and township institute should be mentioned as worth the student's attention. Particular stress may be placed upon the work of the township institute, which has come to be one of the important factors in the work of the county superintendent.

Tenth, finally, it ought to be noted that while the development of education in the state has been made to depend upon the people and has been in a sense on the principle of local option, there is the notion that the whole state is responsible and that it should provide from the common funds for any local disability on account of low property value and meager population.

FASSETT A. COTTON,

State Superintendent of Public Instruction.

Indianapolis, Ind., May 1, 1904.

INDIANA'S EDUCATIONAL EXHIBIT AT THE LOUISIANA PURCHASE EXPOSITION.

By an act of the general assembly of Indiana, effective March 9, 1903, a commission was created and empowered to provide for an adequate representation of the resources, industries, progress, institutions and attainments of the state of Indiana at the Louisiana Purchase Exposition, to be held in Saint Louis in 1904. The act provided for the appointment of the members of this commission by the governor of the state, who appointed the following commissioners: Newton W. Gilbert, Fort Wayne; Henry W. Marshall, Lafayette; J. W. Cockrum, Oakland City; W. W. Wicks, Bloomington; W. W. Stevens, Salem; W. H. O'Brien, Lawrenceburg; Crawford Fairbanks, Terre Haute; D. W. Kinsey, New Castle; Nelson A. Gladding, Indianapolis; Frank C. Ball, Muncie; C. C. Shirley, Kokomo; Fremont Goodwine, Williamsport; Joseph B. Grass, Huntington; S. B. Fleming, Fort Wayne, and W. W. Mix, Mishawaka. The act conferred upon the commission full power to determine the nature and extent of exhibits, to employ agents for the organization and management of such exhibits, and to provide for the convenience and comfort of the people of the state who might be in attendance upon the exposition. The act carried an appropriation of \$150,000. Of this fund \$10,000 were appropriated for the purpose of an exhibit of the educational facilities and progress of the state. A committee on education was appointed of the members of the commission, namely, Fremont Goodwine, chairman, C. C. Shirley and D. W. Kinsey.

The committee on education requested the endorsement and co-operation of the state board of education, which was readily given. It also requested the state superintendent of public instruction to take charge of the preparation of the exhibit. Mr. Cotton assumed this responsibility, and, with his assistants, devoted much of the summer of 1903 to awakening an interest

in the matter in all parts of the state. It was early determined to make an honest showing of the status of school work of the state under all economic and geographical conditions. The material for such exhibit must come from all the schools. It became necessary, therefore, to wage a campaign in behalf of the movement. It is to the credit of Mr. Cotton and the deputy superintendent, Mr. Lawrence McTurnan, that sixty-nine counties out of ninety-two, one hundred and twenty-seven towns and cities, and practically all the colleges and libraries of Indiana contributed special exhibits. This labor involved the presentation of the question before county institutes, teachers' associations, and other educational meetings, conferences with county superintendents, a convention of city superintendents, the issue of a number of bulletins to school officials and a vast deal of correspondence. With this large preliminary work accomplished, upon the request of Superintendent Cotton, the commission appointed the undersigned, superintendent of schools of Crawfordsville, manager of the exhibit. The manager acts in the capacity of agent jointly of the commission and of the department of public instruction. He assumed the responsibility of collating and organizing the material of the exhibit in December, 1903, and has succeeded, with the co-operation of the department of public instruction and a number of prominent county and city school men, in submitting to the public the most general and faithful representation of all phases and conditions of educational effort in Indiana ever made.

Through the kindness of the educational committee it was made possible for the state department of public instruction to issue this special report on the schools of Indiana—a volume of more than six hundred pages.

W. A. MILLIS.

FIRST DIVISION.

THE SCHOOL SYSTEM.

I. STATE SUPERVISION.

A. STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

1. HISTORY.

In 1843, the treasurer of state was made superintendent of common schools, *ex-officio*. The treasurer was chosen because the duties were financial rather than educational, the preservation and management of the school fund being the chief requirement of the office. It is true he was required to make annual reports to the general assembly, showing "the condition and amount of funds and property devoted to education; the condition of colleges, academies, county seminaries, common schools, public and private; estimates and accounts of school expenditures, and plans for the management and improvement of the common school fund, and for the better organization of the common schools," but his chief duty was to look after the finances of the schools.

The state treasurers who acted in this capacity were George H. Dunn, 1841 to 1844; Royal Mayhew, 1844 to 1847; Samuel Hannah, 1847 to 1850; James P. Drake, 1850 to 1853. In 1852 the state treasurer was relieved of his school duties by the creation of the office of state superintendent of public instruction. It was made an elective office with a term of two years and an annual salary of \$1,300. His duties were "to spend each term at least ten days in each of the ten judicial circuits; to recommend a list of books, and superintend the purchase and distribution of the township libraries; to determine appeals from township trustees; to have a watchful care of the educational funds; to prepare all blank forms for his office and receive funds from county auditors and treasurers, township trustees and clerks; to report to the general assembly and the governor; to examine all applicants for license; to preside at all meetings of the state board of education

and to address the board upon his induction into office, setting forth his views of the best method of giving efficiency to our educational system, with such suggestions as he deemed worthy of their consideration." In the early years of the existence of the office the superintendent was really the sole educational official in the state department. Following is a complete list of the superintendents who have held the office up to the present time:

<i>Names.</i>	<i>Beginning of Term.</i>	<i>Close of Term.</i>	
William Clark Larrabee.....	Nov. 8, 1852..	Nov. 8, 1854..	Term expired.
Caleb Mills.....	Nov. 8, 1854..	Feb. 10, 1857..	Term expired.
William Clark Larrabee.....	Feb. 10, 1857..	Feb. 10, 1859..	Died in May, 1859.
Samuel Lyman Rugg.....	Feb. 10, 1859..	Feb. 10, 1861..	Term expired.
Miles Johnson Fletcher.....	Feb. 10, 1861..	May 11, 1862..	Killed on R. R.
Samuel Kleinfelder Hoshour...	May 15, 1862..	Nov. 25, 1862..	Resigned.
Samuel Lyman Rugg.....	Nov. 25, 1862..	Mar. 15, 1865..	Term expired.
George Washington Hoss.....	Mar. 15, 1865..	Oct. 13, 1868..	Resigned.
Barnabas Coffin Hobbs....	Oct. 13, 1868..	Mar. 15, 1871..	Term expired.
Milton Bledsoe Hopkins.....	Mar. 15, 1871..	Aug. 16, 1874..	Died Aug. 16, 1874.
Alexander Campbell Hopkins..	Aug. 16, 1874..	Mar. 15, 1875..	Term expired.
James Henry Smart.....	Mar. 15, 1875..	Mar. 15, 1881..	Term expired.
John McKnight Bloss.....	Mar. 15, 1881..	Mar. 15, 1883..	Term expired.
John Walker Holcomb.....	Mar. 15, 1883..	Mar. 15, 1887..	Term expired.
Harvey Marion LaFollette...	Mar. 15, 1887..	Mar. 15, 1891..	Term expired.
Hervey Daniel Vories.....	Mar. 15, 1891..	Mar. 15, 1895..	Term expired.
David M. Geeting.....	Mar. 15, 1895..	Mar. 15, 1899..	Term expired.
Frank L. Jones.....	Mar. 15, 1899..	Mar. 15, 1908..	Term expired.
Fassett A. Cotton.....	Mar. 15, 1903..	_____	_____

The office has always commanded the respect of the people and has generally had capable men as incumbents. The student will notice that nearly every man who has filled the office has stood for some distinct advance in the educational affairs of the state. Superintendent Larrabee, the first incumbent, was the pioneer for much of the work in the West. He organized the system and began the great work of the department. Superintendent Mills was really the inspiration of the whole system. It was he who moulded public opinion and directed the legislation that made the office and the system possible. He was particularly interested in libraries, and was instrumental in the establishment of township libraries. Superintendent Rugg reorganized and placed upon a substantial basis the state school finances. Superintendent Fletcher

corrected the evil arising from the anticipation of revenues, and made institutes more efficient. Superintendent Hoshour turned his attention to examiners and examinations and used his influence toward securing a larger per cent. of women teachers in the State. Superintendent Hoss was instrumental in adding history and physiology to the list of common school branches, in securing state aid to county institutes, the incorporation of the state normal school, and the reënactment of the law allowing local taxation in cities and townships for tuition purposes. Superintendent Hobbs, one of the best remembered of the superintendents, saw German made optional in the public schools, an act for the education of negroes passed, the girls' reformatory planned, and Purdue university founded. Superintendent Hopkins' chief work lay in the establishment of the county superintendency, raising the standard of examinations, reclaiming school monies, and improving school finances. To Superintendent Smart more than to any other man is due the extended reputation of the Indiana system, brought about by his splendid organization of an educational exhibit at the Centennial exposition. He also made the first complete codification of our school laws. Superintendent Bloss reorganized the work of the office, reformed the school census, put examinations upon a higher plane, and introduced better methods in teaching. Superintendent Holcomb established a uniform course of study for country schools, suggested the plan of graduation in them, started the Arbor-day custom, and organized the teachers' reading circle. Superintendent LaFollette has the credit of adding \$450,000 to the school fund, and of making the reading circle one of the most fruitful factors in improving the profession. Superintendent Vories raised the standard of examinations, insisted upon professional training for teachers and issued one of the best volumes of school laws yet published. Superintendent Geeting is remembered for the compulsory education law, the township high school law, the law providing for state examination of common school teachers, and for rural consolidation. Superintendent Jones emphasized the necessity for better school architecture, with more perfect sanitation and decoration, extended rural school consolidation, and was largely responsible for the minimum wage law for teachers. The

present incumbent has set for himself the large task of maintaining all that has been accomplished by his predecessors and in addition to this of making better the work in every way possible. He hopes to place teaching upon a higher professional plane, and to this end he is urging better preparation on the part of the teachers in every grade of work. He is placing special stress upon the work in the rural schools, and believes that equal privileges ought to be secured to the children of country and town. The problems of consolidation, improved township high schools, longer tenure, better salaries are all receiving his attention. One of the plans that he has inaugurated for accomplishing his work is the annual conference of county superintendents in each congressional district. Since there are only about seven counties in each district, it is possible to consider carefully the problems of each county. The following questions will serve to show the nature of the problems considered at these meetings:

1. What should characterize the work of the superintendent?
 - a. Should a superintendent criticise his teachers while visiting them, or later?
 - b. Should criticisms be offered unless accompanied by helpful suggestions?
2. What a new superintendent is doing for his schools.
3. What an experienced superintendent is doing for his schools.
4. What can be done in classifying and grading rural schools; the object of such work.
5. What can county superintendents do to encourage their teachers to attend colleges and normal schools?
6. What can county superintendents do to encourage graduates from the 8th grade to attend high school?
7. What can county superintendents do to create interest in general reading among pupils and patrons?
8. How can we secure more money for rural schools?
9. Educational exhibit.
10. Miscellaneous.

City and town superintendents are invited to attend these meetings and to participate in the discussions. Another plan which the present superintendent has adopted for the purpose of getting in closer touch with the teachers is that of issuing monthly bulletins during the school term. These bear upon various phases of school work, and he has reason to believe that they are proving very helpful. Nos. 5 and 6 of the present year in the form in which they were sent to the teachers are submitted here:

STATE OF INDIANA.
DEPARTMENT OF PUBLIC INSTRUCTION.
FASSETT A. COTTON, State Sup't.
LAWRENCE McTURNAN, Deputy.

BULLETIN No. 5.

ISSUED MONTHLY TO THE TEACHERS OF INDIANA

INDIANAPOLIS, INDIANA, JANUARY, 1904.

THE SCHOOL AND THE COMMUNITY.

NATURAL ENVIRONMENT.

You have now been at work for some months in your present position. It may be that this is not your first year in the community in which you are teaching. There are some relations existing between your school and your community that are worth thinking about, and this is a good time to think about them. Doubtless you are by this time thoroughly acquainted with your school district. You know its bounds; you know its hills and valleys and streams; you know its soil, its trees, its vegetation, its riches in stone, coal, clay, gas or oil. Doubtless you have used all this knowledge to an advantage in awakening your boys and girls to life's truth and beauty and in giving them correct notions of simple earth facts. I trust that in trying to use God's out-of-doors in your teaching you have not been hampered by narrow public opinion. A student told me recently that in his boyhood he dwelt upon the banks of the Ohio river; and that there in sight of splendid hills and streams and islands he studied geography from a book and got poor, starved, inadequate notions of things which nature had placed at his very door.

SOCIAL LIFE.

So much in regard to your knowledge of what nature has done for your community. Now what do you know of the social life of your district? How many homes are there? How many parents? How many children of school age? In what kinds of houses do the families dwell? What has been done to beautify these dwellings without and within? What is the spirit that dwells within each home? Doubtless you know the conditions of industry. You know what phases of agriculture and stock raising are prosperous and profitable. You are acquainted with any railroads, pikes, blacksmith shops, groceries or mills that may be in the district. You know of any clubs, societies, orders that may exist for improvement and amusement. You know about the postoffice, the rural routes and offices of any kind that exist. You are, of course, acquainted and identified with the churches and Sunday-schools and their work.

THE TEACHER'S ATTITUDE.

I have taken it for granted that you know all these things in your community. Now what have you done about it? In the first place, of course, you reside in the community. In no other way is it possible to

catch and live in its spirit. In the second place I trust that you know that not one of these things happened. Every fact that you have come upon in your community has reasons for its existence and you can explain this existence if you are a student of life. You are there to make the conditions of life better. How many of these homes have you visited? I read somewhere the other day that the teacher is no missionary. Aye, but he is. He comes into the community to minister and not to be ministered to. How many parents have you asked to help you in your work? Have you found out just what children ought to be in your school, and have you exhausted the full resources of your manhood or womanhood in bringing them in before you have taken advantage of the truancy law?

The school bears the very closest relation to every phase of community life. It has been said often that the school is the other institutions in miniature. I wonder if you have realized just what that means. It means that the school lives the life of the community. It thinks its thoughts, feels its emotions, and bases its conduct upon the same principles exactly. The school ought to be so life-like that the transition from its life to actual life will be attended by no shocks or surprises. What can you do towards bringing this about?

What is your attitude toward your community? Are you willing to do more than you get paid for? A man told me this story recently: He had a boy employed in his offices. One morning he found this boy shivering in the cold office. In reply to his inquiry as to why he was working in the cold, the boy said the janitor had built no fire yet. He was asked if he could not build a fire, and he replied that he could, but that he didn't intend to; that he was not paid for making fires. This boy was not in line for promotion and never will be. "People who never do any more than they get paid for seldom get paid for any more than they do." This is just as true of school teachers as of persons in other professions. Now, what have you done toward making your school an attractive place? You haven't left it all to your trustee, have you? I hope that you have taken some pride in seeing that everything is as neat as it can be. I know a young man who put in several days mowing the school yard, repairing the fences and the out-houses, and even in scrubbing the floor, for which he received no pay in money. But he was paid. And after that community had increased his salary as much as it could he was called to a higher position. Again, have you learned yet to take the conditions as you find them and to make the very best of them? This is a test of your leadership.

SCHOOL AND HOME.

To get a little closer to the every-day practical problem with which you have to deal, let us see what you can do to bring your school and your community into closer relation. And first, what can you and your school do for the home? Well, do you know what the abiding principle of the home is? It is love so full of affection and sympathy that it would shield from harm, save from suffering, and smooth life's rough places. You are said to stand in the place of the parent. But have you realized that many children will come to you hungry for this love and sympathy and that it may be your privilege to minister to them? Life in

some homes is hard and scant fare brings bitterness to children. Every home ought to do certain things for every child. It ought to give him a sound mind in a sound body. It ought to teach him to use good English. It ought to make him neat and orderly. It should teach him habits of industry. It should teach him to be honest, to respect law, to revere sacred things and to work toward lofty aims. If the home be wanting in these duties, what can you do in your school? You can speak good English and require it spoken. You can provide soap and water and towels and combs and have them used. You can by life and precept teach the life and dignity of labor, honesty, respect for law, and reverence, and you can inspire in every child an ambition to do his best. But you can do more than this. In many of these homes the conditions that exist are merely the results of ignorance. I remember an experience like this: I was visiting a district school and noticed two boys who were insufficiently clad. They looked pinched and poorly nourished, and they constantly breathed through their mouths. I supposed they belonged to some poor family unable to provide for them. But on inquiry I was told they were the children of a prosperous farmer, and that they had kindly parents who simply didn't know what to feed them or how to clothe them. What could you do in a case of this kind? With tact you may do something directly. But suppose you could get the parents of your district together to discuss some simple questions pertaining to the health of children. If you are skillful you may bring it about that the parents who do know will teach those who do not. And the work need not be confined to the health problem, but may be extended to others upon which there is a vast deal of ignorance.

SCHOOL AND INDUSTRY.

Second, what can you do for the industry of the community? You can make your school a busy workshop, where the hum of industry is the standard of order, and where each pupil respects the rights of every other pupil. But you can do more than this. You can teach the nobility of honest toil. The greatest thing that you could possibly do for your boys and girls and for your community would be to build into them the habit of doing good work. The world is full of slipshod mechanics who slight their work. You can teach the children that any task worth doing is worth doing well; that success lies in the here and now and not in the far off; in the little duties of today instead of the big things one is going to do tomorrow. And you can teach them to stay on the farm and to work out its problems. It will be a sad day for our national life when all our young farmers come to town; when the small, well-cultivated homesteads give way to landed estates. The boys on the farms wield the nation's destiny. Emerson says: "The city is recruited from the country. In the year 1805, it is said, every legitimate monarch in Europe was imbecile. The city would have died out, rotted and exploded long ago, but that it was reinforced from the fields. It is only country which came to town day before yesterday that is city and court today." The problem of getting this thought before your boys and girls and before your community is worthy of the best there is in you. The friction between capital and labor, the almost universal lack of respect for property rights, ought to

serve as great stimulants towards the intelligent study of agriculture to which it would seem constantly increasing numbers must turn.

SCHOOL AND STATE.

Third, what can you do towards bringing the school in closer touch with the state? You have it in your hands to make good citizens out of these boys and girls. But you can only make them good citizens by making them good men and women. Patriotism is one of the qualities of good citizenship. But patriotism is grounded in a wholesome respect for law, in a trained sense of justice. As a teacher, there are two things that you can do and that you must do if you succeed here. First, you can be just yourself. If by sincere living you make every pupil realize that no matter what happens he will find you just, that he will find in you a friend, you will so prepare the way for wielding the largest influence. Second, you can lead every pupil to see that what he does he does to himself; that he and not the teacher is the punisher and the rewarder; that the consequences of one's deeds, whether good or bad, must be visited upon one's self. This is the very essence of good citizenship. In no other way can one come finally to realize that we, the people, are the state. There is no better place than the public school to teach this respect for law and order, and there never was a time when it needed to be emphasized more than it does now. Every boy should realize early his responsibility for manhood, every girl for womanhood—both for citizenship. But in bringing about this realization what are you doing? Simply leading your boys and girls to live the principles which they are to live in the larger world.

SCHOOL AND CHURCH.

Fourth, has the school any relation to the church? I think that it has. The church has an abiding principle which can not be disregarded, because it belongs to life. Every soul is religious. Mercy must touch and temper love in the home, regard for property rights, mere justice, and when it does it glorifies them. Service takes the place of selfishness and the spirit of humanism is born. This is the essence of religion, and you can not teach school an hour nor a minute without it in your lives.

Finally, I have tried to say to you that in your community you have nature and social life as factors to deal with. They are your materials. You are to use them. The social life of your community is merely an expression of conscious life. The institutions are real. They are built on principles of life. Your pupils must live in them. It is yours to direct so that they shall come more fully into the real spirit of the institutions. Study the conditions in your community and find there your problem and its solution.

STATE OF INDIANA.

DEPARTMENT OF PUBLIC INSTRUCTION.

FASSETT A. COTTON, State Sup't.

LAWRENCE McTURNAN, Deputy.

BULLETIN No. 6.

ISSUED MONTHLY TO THE TEACHERS OF INDIANA.

INDIANAPOLIS, INDIANA, FEBRUARY, 1904.

THE TEACHER AND THE SCHOOL.

ON THE HOME STRETCH.

You have already put the larger portion of this school year behind you and are looking forward to the close of school. There are some things that may be said just here by way of caution, suggestion and encouragement. In the first place, this is a good time for you to examine yourself and determine what manner of school teacher you are. Ask yourself seriously why you are teaching. What is your attitude toward the profession? Does your remaining in the work depend upon your failure to secure more money at something else? Do you know that the essential factors of the school are the child, the teacher and the eternal fire that comes from soul contact? That while the school exists for the child, the teacher is the determining factor. We may build fine buildings, equip them with the best material, centralize, systematize and supervise, and the teacher will remain the central figure in the school. The school will never be any better than the teacher. His problem has always been and always will be how to touch and awaken every child in his presence. And he will succeed just in the degree in which he does this. Great armies of untaught children sit day by day in the presence of teachers and never receive a message. No fire is struck out, no life is awakened into new being; for them it is as if there had been no teacher. I hope you have in the months that are gone always made the child supreme; that you have made constant daily preparation; that in every recitation you have had at least one clear-cut truth to present; that you have kept your lines of organization closely drawn; and that you have made your work so interesting that no shadow of indifference has fallen across your school. If you have had this attitude nothing can keep you from succeeding. If for any reason you have permitted your interest to languish, now is the time to renew your energy. Indeed, this is the crucial time. It really doesn't take much ability to conduct a school the first few weeks or up to the holidays. Indeed, a school which is well organized and conducted to a successful close one year will almost run itself till the holidays the succeeding year. The real test of the teacher comes in the reorganization of demoralized forces and in directing and conducting these forces to a successful close of the year's work, after the holidays. It is the teacher who can keep the self-activity of every child to the highest notch who can meet the test. Let me suggest some things that may contribute to this end.

WHAT IT IS TO STUDY.

The greatest thing that you can possibly do for your pupils is to teach them how to study. Perhaps you have been so intent on driving in certain facts that you have neglected this phase of your work. In a few years at best the facts you teach will be forgotten; but the habits of industry, of study, you build into these lives will abide and grow. And education is not a matter of learning facts; it is a matter of habits, of character. Now, have you taken pains to inquire into the way your children work in getting a lesson? Do you sometimes take up a new lesson with them and show them how to go about getting it? Getting a lesson is a matter of seeing what there is in it. And ten minutes of good, active, alert, wide-awake study is worth hours of stupid, passive stare. Study carries with it the concentration that can shut out completely the whole world from the subject in hand. It carries with it the power of observation that can detect in the minutest detail the points in the subject. It carries with it a nicety of discrimination that can put all points observed in their proper relation. Finally it carries with it an ordering power that brings independent mastery. Patient work in leading your children to see what there is in a lesson, in selecting out the most essential thing, and the subordinate things, and in grasping these relations, will prove worth while.

RECITATION AND STUDY PERIODS.

This work of fixing the study habits of your children is just as important as the recitation, and just as much under your control. The study periods should be arranged with the same care and should be insisted upon with the same regularity as the recitations. As a rule the study period should be removed as far as possible from the recitation. After children are old enough to prepare lessons from assignments the study period of a subject should never immediately precede its recitation. A lesson should be prepared for eternity and not for the recitation, and the habit should be fixed early. With your working schedule you can insist upon a strict observance of the study periods. Let a recitation go occasionally and do quiet, individual work among your pupils. A workshop with the busy hum of industry is what a school-room ought to be and it is a sure sign of good teaching.

HOME STUDY.

I said that the real test of a teacher's success may be the degree in which he gets in touch with all his pupils and keeps them working up to the best there is in them. In order to do this he must deal with each individual. The advance in a subject may be determined by the average ability of the class or even by the ability of its weakest members. But the width and depth of investigation must be determined by the strength of each individual. Now, while the class as a whole covers a certain amount of work in the subject the teacher can direct the individual members in supplementary work, giving each one an opportunity to go as deep into the topics in hand as he can with the material at hand. To illustrate, the work that the class as a whole is to do upon some movement in his-

tory, say the ordinance of 1787, may be limited. But there is a field for very wide research. Now, suppose the teacher has at hand some data for this investigation. Here is an opportunity to call into play individual effort and to assign interesting profitable home work. And the work should always be interesting work which the pupil can do without worry to himself or his parents. Or suppose some little piece of apparatus would be helpful to the teacher in making clear some points in history or geography. Here is an opportunity to use the skill of some boy on the farm. To illustrate, a little model of the primitive cotton-gin, or a simple loom, might throw much light upon social and industrial problems in the history of our people. To the resourceful teacher every subject will suggest many things to occupy the attention of the boys and girls.

WRITTEN WORK.

The value of written work can not be overestimated. Frequent use should be made of it for recitations, reviews and examinations. In the recitation it will serve to present the independent thought of each individual, and it will give splendid training in English expression. In reviews it will reveal the powers of organization and expression. To be of value, every paper handed in should be carefully gone over by the teacher with corrections and suggestions for improvement. Indeed, written work is worse than worthless if this is not done. And then the examination has its place and it is important. Not that I would have you exaggerate its importance or hold it over the pupils as a menace or threat, or that I would put very large stress upon it as a basis for promotion. But it has a place in school work, and if given under right conditions there will be no dread. A large part of the adverse criticism that has been made against examinations is mere drivel and has come more largely from teachers who do not like to work than from healthy, wide-awake pupils themselves. I think I should seldom announce beforehand any written work which I wanted to serve as a test. It is a part of education to learn to meet the conditions that confront us. In life the problems are not generally posted. We come up against them and must think on our feet. In the crowded rural school, then, the examination should serve some such purposes as these: (1) It should enable the teacher to examine his pupils and himself at the same time. (2) It should aid the pupil in thinking. (3) It should aid the pupil in the expression of good English. (4) It should reveal to the pupil his mastery of the points in question. (5) It should serve to make the pupil more self-reliant. (6) It should enable the teacher at times to do double work in the school-room. Of course, this all means work for you. But it will pay. The suggestions I made above in regard to home work and these in regard to written work are in keeping with the pedagogical principles that expression must keep pace with impression—that construction must equal instruction. The child must be encouraged to use that which he takes in. Herein lies the value of manual training.

THE BOY ON THE FARM AGAIN.

It is just in his ability to do things that the boy on the farm has a better chance to succeed than the town or city boy. And it is because the

boy on the farm has work to do. He is well trained in the expressive side of life. It is expression, too, that amounts to something, and in it he gets the notion that there is work to do in the world—that life is not all play. Now, if you can use these good qualities in your school work, well and good. And if you can use them in building in the community a larger regard for labor and a supreme respect for the farm and its problems that will keep the boys in the country it will be all the better for the boys and the nation in the years to come. Of course, if a young man really believes that he will have better opportunities for himself and for what he would do for humanity by going to the city, he should go. He can succeed, as scores who have preceded him to the city are succeeding. But let him remember that farm work is just as important, just as honorable, just as clean, that it requires just as much ability, and that it is just as remunerative as any work he will find to do.

LAST DAY SUGGESTIONS.

The close of your term may be made profitable to the community by arranging a definite program of your work and sending it to the patrons with an invitation to be present at least part of the time. Two or three days could be taken up in oral examinations. A schedule of these should be made and dignified, interesting examinations conducted. You can make a careful preparation and conduct an oral quiz. Or you can make a careful list of the questions you wish to ask, write them on slips and let the children draw their questions. This device serves to keep interest alive. In addition to oral examinations an exhibit of written work, drawings and models may be made. If there is also the entertainment feature it can carry with it a dignity and an influence for better things in education by selecting that which is worth while for the occasion. Whatever you can do to promote a healthful, educational interest in your community will be so much gain for the cause in which we are engaged. Emerson must have been thinking of teachers when he wrote: "To help the young soul, add energy, inspire hope, and blow the coals into a useful flame; to redeem defeat by new thought, by firm action, that is not easy, that is the work of divine men."

2. ADMINISTRATION.

a. ELECTION, TENURE, DEPUTIES, SALARIES.

The state superintendent of public instruction is elected by the people at the general elections for a term of two years. There is no limit to the number of terms he may be elected. His salary is \$3,000.00. Three deputies are provided, with salaries of \$1,500, \$1,200, and \$720.00.

b. QUALIFICATIONS.

While no educational or professional qualifications are fixed by the constitution, the people have generally chosen men of high

moral character, strong educational leaders, practical teachers, well acquainted with the educational needs of the state, and capable of carrying on the work for which they were chosen.

c. GENERAL DUTIES.

The state superintendent has charge of the system of public instruction and a general superintendence of the business relating to the common schools of the state and of the school funds and school revenues set apart and apportioned for their support. At the request of school officials it is his duty to render, in writing, opinions touching all phases of administration or construction of school law.

d. VISITS.

He visits each county in the state at least once during his term of office, and examines books and records relative to the school funds and revenues. He meets with teachers and officers in various parts of the state, counsels with them and lectures upon topics calculated to subserve the interests of popular education.

e. REPORTS.

(1) *Report to the Governor.*

In the month of January in each year in which there is no regular session of the general assembly, he makes a brief report, in writing, to the governor, indicating, in general terms, the enumeration of the children of the state for common school purposes, the additions to the permanent school fund within the year, the amount of school revenue collected within the year, and the amounts apportioned and distributed to the schools.

(2) *Report to General Assembly.*

At each regular session of the general assembly, on or before the fifteenth day of January, the superintendent presents a biennial report of his administration of the system of public instruction, in which he furnishes brief exhibits—

First. Of his labors, the results of his experience and observation as to the operation of said system, and suggestions for the remedy of observed imperfections.

Second. Of the amount of the permanent school funds, and their general condition as to safety of manner of investment; the amount of revenue annually derived therefrom, and from other sources; estimates for the following two years; and the estimated value of all other property set apart or appropriated for school purposes.

Third. Of such plans as he may have matured for the better organization of the schools, and for the increase, safe investment, and better preservation and management of the permanent school funds, and for the increase and more economical expenditure of the revenue for tuition.

Fourth. Of a comparison of the results of the year then closing with those of the year next preceding, and, if deemed expedient, of years preceding that, so as to indicate the progress made in the business of public instruction.

Fifth. Of such other information relative to the system of public instruction—the schools, their permanent funds, annual revenues—as he may think to be of interest to the general assembly.

He appends to this report statistical tables compiled from the materials transmitted to his office by local school officials with proper summaries, averages and totals. He makes a statement of the semi-annual collections of school revenue, and his apportionment thereof; and, when he deems it of sufficient interest to do so, he appends extracts from the correspondence of school officers, to show either the salutary or defective operation of the system or of any of its parts.

Ten thousand copies of this report are printed and distributed to the several counties of the state; and they have been the means of stimulating the schools of the state to greater effort; for instance, the report assists in certain movements such as for better sanitation and decoration of school buildings, modern architecture in building schoolhouses, manual training in public schools, consolidation of rural schools into graded township high schools.

1. COURSE OF STUDY.

The construction of the course of study and the state manual was placed in the hands of the state superintendent of public

instruction by a resolution of the county superintendents' association in June, 1894. The course of study is revised from time to time in order to meet the changing conditions. While the superintendent is responsible for the course of study in its preparation and revision he confers with county, city and town superintendents who are in closer touch with the schools and know better their needs. If the reader cares to examine the present course of study he may obtain one from the manager of the exhibit.

g. TOWNSHIP INSTITUTE OUTLINES.

The laws provide that all township teachers shall meet in institute one day in each month while the schools are in session. There are in Indiana 1,016 townships and this number of institutes is held each month of the school term, or 7,112 meetings during the year. The programs for these meetings are professional and cultural. In addition to the consideration given the branches of study which are taught in the schools, two books adopted by the Indiana reading circle board are studied each year. During the present year the books were *Ivanhoe*, and Nicolay's *Lincoln*. Those for the coming year are, Dutton's *School Management*, and Henderson's *The Social Spirit in America*. The reader may obtain a pamphlet on the Indiana reading circle work from the manager of the exhibit.

h. ARBOR AND BIRD DAY PROGRAMS.

The superintendent issues programs to be used in the public schools for the observance of certain days in October and April each year. These programs are somewhat elaborate, giving something of the history of the days, the reasons for observance, the governor's proclamation, descriptions of trees, with pictures and instructions as to what and how to plant them, descriptions of birds, with suggestions as to their value and care, poems on trees and birds, and appropriate selections.

In Governor Durbin's last proclamation on arbor and bird day he said: "There has been within recent years a widespread awakening of interest in reforestation, especially in Indiana, a state favored lavishly by nature with timber resources that to the pioneer seemed limitless and inexhaustible. The rapid develop-

ment of the agricultural and industrial interests of the state has been accompanied by a sacrifice of our forests, until the people have been brought to a realization of the importance of a systematic effort with a view of preventing further devastation."

Since 1896, the year the state department of education began effectively to urge the importance of this matter, thousands of trees have been planted by the teachers and pupils of the state, and the birds have received more consideration than ever before. The results of this work have been very gratifying to all lovers of nature.

i. TEACHERS' MINIMUM WAGE LAW.

It is the duty of the state superintendent of public instruction to enforce the minimum wage law. This is a recent piece of legislation calculated to increase the salaries of teachers and to bring about better preparation of teachers, and will be found under the discussion of "The Teachers of Indiana."

j. SCHEDULES OF SUCCESS ITEMS.

An act of the last legislature, approved March 9, 1903, makes it the duty of the state superintendent of public instruction "To adopt and schedule the items entering into teachers' success grades," to be used by the city, town and county superintendents in grading the "teachers under their charge and supervision." In compliance with the provisions of this act, the following forms have been prepared, which are now used by all county, city and town superintendents in grading their teachers in success:

SCHEDULE OF SUCCESS ITEMS.

FORM I.

For the Use of County Superintendents.

I. Qualification	0 to 20
1. Natural ability and personality.....	(0 to 10)
2. Scholarship	(0 to 5)
3. Professional training	(0 to 5)
II. The Recitation	0 to 40
1. Subject matter—appropriateness of.....	(0 to 5)
2. Purpose	(0 to 5)
3. Plan	(0 to 5)

4. Preparation—	
a. Teacher	(0 to 5)
b. Pupils	(0 to 5)
5. Skill	(0 to 5)
6. Thoroughness	(0 to 5)
7. Assignment	(0 to 5)
III. Relation of Teacher to the School and Community.....	0 to 40
1. Classification and gradation.....	(0 to 5)
2. Industry, and interest in the aims and plans of the school community.....	(0 to 5)
3. Governing ability	(0 to 10)
4. Sanitary conditions and neatness.....	(0 to 5)
5. Care of school property, keeping records, mak- ing reports	(0 to 5)
6. Co-operation with other teachers, the trustee and county superintendent.....	(0 to 5)
7. Libraries, reading circles and journals.....	(0 to 5)
Total	%
.....Teacher.	
.....County Superintendent.	
.....Ind., ...	1903.

SCHEDULE OF SUCCESS ITEMS.

FORM II.

For the Use of City and Town Superintendents Desiring a Brief Schedule.

I. Teaching Ability	55%
1. Professional attainment	(20%)
2. Conduct of the recitation	(15%)
3. Results in scholarship of pupils.....	(20%)
II. Governing and Disciplinary Ability.....	30%
1. Moral and social influence on pupils and commu- nity	(10%)
2. Ability to develop self-reliance, industry, integrity, fidelity, etc.....	(10%)
3. Personality of the teacher.....	(10%)
III. Professional and Community Interest.....	15%
1. Co-operation with other teachers and supervisors....	(5%)
2. Interest in aims and plans of the school.....	(5%)
3. Professional ambition and growth.....	(5%)
Total	%
.....Teacher.	
.....City } Town } Superintendent.	
.....Ind., ...	1903.

SCHEDULE OF SUCCESS ITEMS.

FORM III.

For Use of City and Town Superintendents Desiring a More Detailed Schedule.

-
- I. Teaching Ability 55%
- A. Professional attainment(20%)
 - 1. Scholastic preparation.
 - 2. Professional training.
 - B. The recitation(15%)
 - 1. Preparation of teacher and pupils.
 - 2. Appropriateness of subject matter.
 - 3. Definiteness of aim and purpose.
 - 4. Skill in questioning.
 - 5. Progression in plan.
 - 6. Care in assignment of lessons.
 - 7. Balancing of lines of work.
 - C. Results in scholarship of pupils.....(20%)
 - 1. Acquisition of facts and relations.
 - 2. Accuracy.
 - 3. General information.
 - 4. Awakening of scholarly interest.
 - 5. Clearness and elegance of expression.
- II. Governing and Disciplinary Ability..... 30%
- A. Moral and social influence on pupils and community(10%)
 - Ability to develop in the pupils the altruistic virtues—recognition of law and social rights.
 - B. Ability to develop egoistic virtues—Industry, honesty, reliability, fidelity, etc.....(10%)
 - C. Personality and appearance of teacher.....(10%)
 - Personal and moral worth and influence, habits, disposition, health, attire, sympathy, energy, manliness or womanliness, honesty, etc.
- III. Professional and Community Interest..... 15%
- A. Co-operation with other teachers and with supervisors(5%)
 - B. Interest in aims and plans of school community....(5%)
 - 1. Care of school property—
 - a. Protection of supplies and furniture.
 - b. Neatness.
 - c. School decoration.
 - 2. Building up of strong school sentiment in the community.
 - 3. Educational, literary or social club work.
 - C. Professional pursuits(5%)
 - 1. Present lines of professional study.
 - 2. Reading of educational literature.

C. Professional pursuits—Continued.

3. Attendance upon summer schools, institutes and associations.

Total	%
.....Teacher.	
.....City }	Superintendent.
.....Town }	
.....Ind., ..., 1903.	

Form I, as indicated, is for the use of county superintendents in grading the teachers under their supervision. Form II is for the town and city superintendents. Form III is a detailed analysis of Form II, and is intended more especially for guidance of teachers in their study, but may be used by the city and town superintendents desiring the longer form.

The city and town superintendents should hand the success grades to their teachers not later than July 1st each year, and forward copies of the same to the county superintendents, who will keep the official success records for the counties.

The county superintendents should ask the county councils to provide supplies of blanks and records made necessary by the passage of this act.

The following explanations of the schedule are submitted: By "scholastic preparation" is meant the time spent in study in some of the higher educational institutions in addition to the scholarship as shown on license. Teachers should be encouraged to study at least four years in advance of the work they are engaged in. A high school teacher should have a four years' college course and a grade teacher at least a four years' high school course, etc.

The teacher who is really interested professionally is the one who seeks most persistently to better fit herself both by scholastic and professional training for more thorough work. Experience is sometimes counted by superintendents as a large factor in marking success, but the teacher who has taught twenty or more years may have shown in all that time no professional interest and little ability, and may have been unwilling to spend any of her time or money in real preparation for her work. It seems to me that a teacher who is willing to teach ten or twelve years without first having made extensive preparation for good work in some first-class school, ought to be ranked very low in success.

The remaining items under I and II will be readily understood.

By "community interest" is meant the co-operation of teacher with the other teachers and the principal or superintendent in furthering the aims and plans of the school community. Many teachers who are satisfactory in their schoolroom work do not fit into the community life of the school. They are controlled by little troubles of various kinds, and are often exclusive and self-centered. This always gives annoyance to the principal and keeps him constantly adjusting troubles. Again, many good teachers are without ambition to assist in the general welfare of the school. They look after their own room, but give no time or attention to help carry out

the suggestions from the principal or superintendent. The best teacher co-operates heartily with her principal, her superintendent and associates in all movements for the improvement of the school and the school community.

"Professional pursuits" is an important item. A teacher who is satisfied simply to teach school without investigating and improving, except as suggested by the principal or superintendent, is not doing her best. She should be interested in good works on pedagogy, psychology, methods, etc. Her reading of school periodicals, attendance upon educational gatherings, her knowledge of current events and the literature of the day, are all important factors to be considered in marking the success grade.

The difficulty in applying these schedules will be in marking the details. After having marked the items conscientiously the superintendent often finds that he does not give his real estimate of the teacher. He feels that it is too much or too little, especially when she is compared with other teachers whom he has marked just as carefully on the same plan.

The superintendent should have in mind all the items mentioned in the schedules, but it will be difficult to mark them separately. After all, one's "general impression" of a school is a better guide than the summary of the several items, especially when the superintendent is in doubt.

A teacher is successful when she is training her children to love order, obedience, politeness, and to have reverence for things sacred. In judging the work of a gardener we pay very little attention to the "method" of planting, sowing, cultivating or reaping, but the emphasis is placed upon the growing plant in its various stages, and to the finished product. Likewise, in passing judgment upon the work of the teacher, the general spirit of the school, rather than the detailed analysis; the "general impression" of the teacher's worth instead of the grading of the several items, should guide the superintendent in marking the success grades.

k. STATE LICENSES.

In 1899 the legislature gave applicants for teachers' license the privilege of sending their manuscripts to the department of public instruction to be graded. This entitles them to a license to teach in any county in the state instead of in one county if the manuscripts are examined and graded by the county superintendent. The law has been a great convenience to teachers and has at the same time assisted materially in raising the standard of examinations.

l. READING CIRCLE BOARD.

The state superintendent is, *ex officio*, a member of the reading circle board of the state. This board and the department have a common purpose in selecting the best literature for teachers and pupils,

m. STATE NORMAL SCHOOL BOARD OF TRUSTEES.

The state superintendent is also, *ex officio*, a member of the board of trustees of the state normal school. This duty serves to keep the department in close touch with the professional training of teachers and the everyday practical pedagogical problems. It is a duty, too, which takes the superintendent away from his clerical duties and brings him face to face with the actual problems of teachers.

B. THE STATE BOARD OF EDUCATION.**1. HISTORY.**

When Caleb Mills first suggested a board of education for Indiana it was to consist of a county superintendent chosen from each of the congressional districts. When in 1852 the board was created it consisted of the state superintendent, and the governor, secretary, treasurer and auditor of state. In 1855 the attorney-general was added. In 1865, it was changed and consisted of the state superintendent, the governor, the president of the state university, the president of the state normal school (not established till 1872), and the superintendents of schools of the three largest cities in the state. In 1875 the president of Purdue University was added. In 1899 the general assembly enacted a law providing for three additional members to be appointed by the governor. They must be three citizens of prominence, actively engaged in educational work in the state, at least one of whom shall be a county superintendent, none of whom shall be appointed from any county in which any other member of the state board of education resides, or from which any other member was appointed. Under this last provision the present board has the following membership:

Fassett A. Cotton, president, state superintendent public instruction.

W. W. Parsons, secretary, president state normal school.

Hon. W. T. Durbin, governor of Indiana.

Dr. William L. Bryan, president Indiana university.

Dr. W. E. Stone, president Purdue university.

Dr. W. T. Stott, president Franklin college.

C. N. Kendall, superintendent Indianapolis schools.

F. W. Cooley, superintendent Evansville schools.

J. N. Study, superintendent Ft. Wayne schools.

Prof. J. M. Bloss, ex-state superintendent of public instruction.

E. E. Robey, superintendent Howard county.

The state board of education with its *ex officio* membership has always been regarded as a unique feature in the Indiana system. Indeed its strength has been due to its *ex officio* membership. At times it has had in its membership such men as David Starr Jordan, John Merle Coulter, and Lewis H. Jones, men of national and international reputation. So constituted it will necessarily always have the best qualified educators of the state.

2. ADMINISTRATION.

a. EXAMINATIONS.

The state board of education is responsible for all examinations of teachers and makes all questions used in these examinations which are for the following grades of license:

1. Primary license, one, two and three years.
2. Common school license, one, two and three years.
3. High school license, one, two, three and five years.
4. Professional license, eight years.
5. Life state license.

In addition to making the questions the board conducts the examination and examines and grades the manuscripts of applicants for professional and life state licenses. All other examinations are conducted by the county superintendent, and the manuscripts are graded by the county superintendent or by the state superintendent. The law provides for an examination to be held on the last Saturday of the first eight months in each year.

b. REGULATIONS CONCERNING EXAMINATIONS AND LICENSES.

The following circular was issued by the state superintendent of public instruction.

Indianapolis, Ind., January 15, 1904.

All applicants for common school or primary licenses during the year 1904—either state or county licenses—may select either one of two lists of

questions on the subjects of history and literature. In each subject, one list will be based upon the general field of the subject, the other upon the reading circle book corresponding with it.

Grades of Licenses.

I. Life State License for Graduates of Higher Institutions of Learning Only.—The state board of education revised its rules governing applicants for life state licenses by the addition of the following resolutions:

Resolved, That the rules of the state board of education relating to examinations for and the granting of life state licenses, shall be and are hereby amended by the addition of the following: All graduates of higher institutions of learning in Indiana, or other institutions of equal rank in other states approved by this board, which require graduation from commissioned high schools, or the equivalent of the same, as a condition of entrance, which maintain standard courses of study of at least four years, and whose work, as to scope and quality, is approved by the state board of education, shall, on complying with the conditions enumerated below, be entitled to life state licenses to teach in Indiana: Provided, however, That graduation by the applicant shall have been accomplished by not less than three years' resident study and by thorough, extended examinations in all subjects pursued privately and for which credit has been given by the institution: And, provided further, That the requirement as to three years' resident study shall apply only to applicants graduating after January 18, 1900.

First. Such applicants must have held one or more sixty months' licenses or a professional license. (See requirements in this circular.)

Second. They must present to the state board of education satisfactory written testimonials from competent superintendents, special supervisors, teachers, or other school officials to the effect that they have taught and managed a school or schools successfully for a period of not less than thirty months, at least ten of which shall have been in Indiana.

Third. They must pass thorough, satisfactory examinations in any three of the following subjects: (1) General history of education; (2) The school system and the school law of Indiana; (3) Educational psychology; (4) Experimental psychology and child study; (5) Leading school systems of Europe and America; (6) Science of education, and (7) The principles and methods of instruction.

Fourth. Before entering upon the examination, such applicants shall present to the state board of education satisfactory evidence of good moral character, and shall pay five dollars each (the fee prescribed by law), which can, in no case, be refunded. Examinations in the subjects named above may be taken on the last Saturday of April.

Fifth. A license will be granted to those who make a general average of 75 per cent., not falling below 65 per cent. in any subject.

II and III. For Applicants, not Graduates of Higher Institutions of Learning.—Life state and professional.

Examinations for these licenses will be conducted in the months of February and April.

Section 1. Subjects for February: Algebra, civil government, American literature, science of education, and two of the following three subjects—Elements of physics, elements of botany, and Latin (Latin grammar, two books of Caesar and two of Virgil). A satisfactory examination on the above entitles the applicant to a professional license, valid in any Indiana school for eight years.

Section 2. Subjects for April: Geometry, rhetoric, general history, English literature, physical geography and two of the following three subjects—chemistry, geology, and zoölogy. A satisfactory examination on both 1 and 2 entitles the applicant to a life state license.

The following requirements govern the application for life state and professional licenses:

1. Applicants for life state and professional licenses must have held two thirty-six months' licenses in Indiana, or an equivalent in another state, obtained by actual examination, and must have taught successfully at least forty-eight months, which fact shall be properly certified to and sent with the manuscript to the state board of education.

Before entering upon the examination, applicants shall present to the examiner satisfactory evidence of good moral character and professional ability. Applicants for life state license shall pay five dollars each (the fee prescribed by law), which can, in no case, be refunded.

2. Applicants for professional license will take the February examination only.

3. No fee is required of applicants for professional license.

4. A license will be granted to those who make a general average of seventy-five per cent., not falling below sixty per cent. in any subject, and who present satisfactory evidence of professional ability and good moral character.

5. An applicant for a life state license failing in the examination for the same, but who will have met all the requirements for a professional license, shall receive such license, or if he reach the required average for a professional license, but fall below the standard per cent. in one subject, he may be conditioned in such subject, and may be granted a professional license, on the same conditions as if he had originally applied for a license of this class.

6. An applicant is "conditioned," that is, he may complete the work at the next regular examination, if he makes the required general average and pass successfully upon all the branches except one, required for the license applied for. A statement setting forth this fact will be furnished such "conditioned" applicant, who must present the same to the county superintendent, who will forward it with the conditioned manuscript to the department of public instruction.

Where the Examinations May Be Taken.

Applicants for a professional license or a life state license may be examined by members of the state board of education at any one of the following places on the last Saturdays of February and April, respectively:

1. In the department of public instruction, state house.

2. In the office of the city superintendent of schools, Fort Wayne.

3. In the office of the city superintendent of schools, Evansville.
4. In the office of the county superintendent of schools, Valparaiso.
5. In the office of the county superintendent of schools, Richmond.
6. In the office of the county superintendent of schools, Terre Haute.
7. In the office of the county superintendent of schools, Lafayette.
8. In the office of the city superintendent of schools, Seymour.
9. In the office of the city superintendent of schools, Bloomington.

Rules.

1. Write upon one side of the paper only, using legal cap.
2. See that the answers to the questions in each branch are entirely separate from those of any other branch, and securely fastened together.
3. Write full name and postoffice address upon each set of answers, and upon every sheet disconnected from the first one.
4. Answer the general questions upon a separate sheet.
5. Furnish the examiner with recommendations required, which are to be filed for future reference.

Applicants should furnish to the examiner the necessary postage to send manuscripts.

IV. Sixty Months' State License.—This license is valid to teach any subject in any non-commissioned high school in the state; to teach all of the common branches in any school in the state; and to teach the subjects upon which the examination is made in any commissioned school. The examination may be taken on the last Saturday of any of the first eight calendar months, but must be taken in two divisions, as follows:

The first division, an average of 95 per cent., not falling below 85 per cent. in the common branches;" the second division, an average of 75 per cent., not falling below 60 per cent. in any of the five branches, as follows;

Group 1—Literature and composition (required by all applicants).

Group 2—Algebra or geometry (one required).

Group 3—Botany, zoölogy, chemistry, physics, or physical geography (one required).

Group 4—History and civics, Latin or German (one required).

Group 5—One subject from "2," "3," or "4" not already taken. Five subjects are required in this division.

In order to secure a sixty months' license the MSS. of both divisions must be sent to this department, by number, for gradation. The fee of \$1.00 must be sent with the MSS. in each division. These examinations may be taken in any county.

Note 1. An applicant who has never taught may take the examination in any county.

Note 2. An applicant who has taught must take the examination in the county in which he last taught unless he has permission from the county superintendent under whom he last taught, and then he must bear recommendations and be fully identified to the county superintendent to whom he applies for examination.

V. Thirty-six Months' State License.—Valid to teach the common branches in any common school of the state for a period of three years.

It is issued by the state department. The examination may be taken on the last Saturday of any of the first eight calendar months. General average, 95 per cent.; minimum grade, 85 per cent.

VI. Twenty-four Months' State License.—Valid to teach the common branches in any school of the state. General average, 90 per cent.; minimum grade, 80 per cent. Other conditions same as "V."

VII. Twelve Months' State License.—Valid to teach the common branches in any school of the state for a period of twelve months. General average, 85 per cent.; minimum grade, 75 per cent. Other conditions same as "V."

VIII. State Primary License.—For periods of one, two or three years upon averages and minimums as in V, VI and VII. These licenses are issued by the state department of public instruction, and examinations may be taken on the last Saturday of March, April, May, June, July or August.

IX. State High School License.—Issued by the department of public instruction and valid to teach high school subjects in any of the schools of the state. The applicant must be examined upon all subjects he desires to teach. No license will be issued for a period of more than one year unless the applicant write upon at least five subjects. The averages and minimums are the same as in V, VI and VII. The examinations may be taken on the last Saturday of any of the first eight calendar months.

X. County Common School Licenses.—Issued by county superintendents for periods of three, two, one and one-half years, and valid to teach the common branches in the schools of the county in which the license is granted. The questions for these and all other examinations are furnished by the state board of education. Examinations are conducted on the last Saturday of each of the first eight calendar months. The averages and minimums are the same as in V, VI and VII.

XI. County Primary Licenses.—Issued by the county superintendent for periods of one, two and three years. The examinations may be taken in March, April, May, June, July or August. Other conditions the same as in X.

XII. County High School License.—Issued by the county superintendent for periods of one, two and three years. Other conditions the same as IX.

XIII. Fees.—An applicant for any grade of license mentioned in V, VI, VII, VIII and IX above, must pay the fee of one dollar. This fee provides for one trial only if the applicant secures a license. If he fails to secure a license he may have a second trial. A third trial is granted in case of a second failure. These three trials may be made for the one fee, provided they occur within one calendar year; otherwise, the usual fee must be paid for the second or third trial.

Applicants for the first division of a sixty months' license are entitled to three trials in any one calendar year for one fee in case of failure to make the required grades, provided a lower grade of license is not issued.

XIV. Sixty Months' License—High School License.—If an applicant fall too low in the common school branches, a license will be issued on each section separately in accordance with the standard attained by him in such sections; in which case a subsequent examination would make necessary an additional fee.

c. SCHOOL BOOK COMMISSIONERS.

The state board of education is the state board of school book commissioners. As such it adopts text-books for the common schools for periods of five years. When a contract has been made with a publisher the books are secured for the public by a requisition of the county superintendent for the number of books needed in his county upon the state superintendent, who in turn makes requisition upon the contractor for the number of books needed in the state. The county superintendent becomes the agent for the sale of these books and makes his reports to the various contractors.

This plan of securing uniform text-books has been regarded as very successful and it is believed that the following advantages are gained from such uniformity:

1. It insures good books at a uniform low price.
2. It obviates the purchase of new books when children move from one part of the state to another.
3. It makes classification easy.
4. It puts teachers in closer touch.
5. It makes a uniform course of study more effective.

d. HIGH SCHOOL COMMISSIONS.

The state board of education in order to keep some uniform standard of efficiency in high schools has established certain requirements in the work which entitle high schools to commissions. These commissions carry with them exemption from examination for entrance to the freshman class in the higher institutions of learning. Upon the recommendation of the state superintendent members of the board inspect the work of high schools and determine whether the requirements for commission have been met. This work of the board has resulted in a perceptible increase in the efficiency of the high schools, since all schools want commissions, and when once obtained every effort is made on the part of school officials, teachers and patrons to retain them. Following are the requirements necessary for a commission:

The following course of study for the commissioned high schools of Indiana was adopted by the state board of education, July 2, 1902. It is a revision of the course adopted in 1898. It provides for required work as follows: Three years of language, three years of history, three years of

mathematics, two years of science, four years of English, and electives to complete a full course of four years. It is not intended that the course should be an absolute one, but that it should guide local school officers and teachers and form the basis of a minimum course. For example, the option is given in the first year to study either botany or zoölogy, or one of four languages. In the third year to pursue the study of England throughout the entire year, or to divide the year between the French and English history; in the fourth year to study either physics or chemistry, or both, or to carry throughout the year any one of a number of electives. It is the desire of the board to have a few subjects continued throughout the entire course, rather than a great field of subjects each through a brief period. It would not seem advisable to drop one year of English for the purpose of substituting an elective, nor does it seem advisable to drop one year of history and substitute an elective in a different department. A course of study containing few subjects, pursued throughout the entire high school course, has many advantages: First, It gives excellent training, scholarship and discipline in a given subject. Second, It makes necessary fewer teachers. Third, It requires a smaller library and equipment. The board recognizes the fact that a great many students do not continue their education beyond the high school. For that reason, the option is given of substituting commercial arithmetic or bookkeeping for solid geometry. It is the intention of the state board of education to inspect as many of the commissioned high schools each year as it is possible for them to reach. The points of interest to them are those required of all commissioned high schools, namely: First, The character of the teaching must be satisfactory. Second, The high school course must not be less than thirty-two months in length, continuing from the eighth year. Third, The whole time of at least two teachers must be given to the high school work. Fourth, The pursuing of few subjects throughout the entire course rather than many covering short periods. Fifth, A library adequate to meet all the demands for reference work and general reading supplementary to the regular text-books. (See recommendations in connection with the outlines of the different subjects and reference list on page 35.) Sixth, Laboratories fully equipped to do all of the necessary work in the sciences pursued in any given high school. Seventh, No science should be taught for a term of less than one year. Eighth, Admission to the high school must be given only to those who have completed to the entire satisfaction of the school officers and teachers, all of the work of the grades. Ninth, The high school building must be kept in good order, the sanitary appliances adequate, the heating and lighting good, and outhouses and indoor closets clean and sanitary. Tenth, All courses leading to college entrance should provide at least three years of foreign language. Eleventh, Psychology, sociology and political economy should not be taught in high schools. Twelfth, Beginning with the school year 1903, each high school must have in its faculty at least one graduate from an acceptable normal school, college or university. Thirteenth, The course of study must be at least a fair equivalent of the following:

COURSE OF STUDY.

FIRST YEAR.	SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.
(Required.)	Algebra, one-half year, and Plane Geometry, one-half year, or Concrete Geometry, one-half year. (Elective.)	Plane Geometry, one-half year, and Solid Geometry, one-half year.	English.
Algebra.			American History and Civil Government.
Botany or Zoölogy.	English.	English.	Physics or Chemistry.
English.			ELECTIVES—Physical Geography. (Geology.
Language—	History of Greece, one-half year, and History of Rome, one-half year.	History of England, one year, or French and English History, one year (one-half year each).	Commercial Arithmetic.
(a) Latin,			Bookkeeping or Language, one year.
(b) German,			
(c) French			
or			
(d) Greek.	Language.	Language.	

The following is a high school inspection blank used by the board of education:

REPORT OF HIGH SCHOOL INSPECTION.

....., Ind., ... 190...

To the State Board of Education:

Gentlemen—Having visited the high school at
 on the day of, 190...,
 and having made a careful inspection of said school, I beg to submit the
 subjoined report:

I. Physical Conditions:

- (a) Building
- (b) Heating
- (c) Ventilation
- (d) Premises
- (e) Outhouses
- (f)
- (g)

II. Name and Educational and Pedagogical Qualifications of the

- (a) Superintendent.
- (b) High school principal.
- (c) First assistant
- (d) Second assistant
- (e) Third assistant
- (f)
- (g)

III. Course of Study (Number of months of work in):

- (a) Composition and rhetoric.
- (b) Literature
- (c) Physics

III. Course of Study—Continued.

- (d) Zoölogy
- (e) Botany
- (f) Geology
- (g) Chemistry
- (h) Latin—
 - a.
 - b.
 - c.
 - d.
- (i) History and civics—
 - a.
 - b.
 - c.
 - d.
- (j) Algebra
- (k) Geometry
- (l)
- (m)
- (n)

IV. *Libraries:

- (a) No. classical books.....
- (b) No. mathematical books.....
- (c) No. scientific books.....
- (d) No. literary books.....
- (e) No. reference books, as dictionaries, etc.....
- (f)
- (g)

V. †Apparatus:

- (a) For work in physics.....
 - No. of pieces and value.....
- (b) For work in botany.....
 - No. of pieces and value.....
- (c) For chemistry
- (d) For zoölogy
- (e)
- (f)

VI. Enrollment:

- (a) In senior class
- (b) In junior class
- (c) In second year
- (d) In first year
- (e) In grades below high school

*List of titles should be attached on separate sheet unless the library is very large.

†List of most important pieces should be attached.

VII. Remarks:

- (a) On character of instruction
- (b) On spirit of school and community
- (c) On average age of graduating class
- (d) On needs of the school
- (e) On the length of school term
- (f) On attitude of school officers
- (g)

VIII. Recommendations:

- (a)

(Signed)

e. STATE LIBRARIAN.

The state board of education appoints the state librarian and assistants, who hold office during good behavior. It is thus responsible for the efficiency of the library system of the state.

f. STATE NORMAL VISITING BOARD.

The law provides for an annual board of visitors which shall inspect the work of the state normal school. This board of visitors is appointed by the state board of education. Its membership is chosen from the prominent educators of the country and its work is intended to be helpful in a suggestive way to the institution.

II. COUNTY SUPERVISION.

A. COUNTY SUPERINTENDENT.

1. HISTORY.

County supervision has come to be what it is today through a long process of development. As early as 1818 the general assembly made it the duty of the governor to appoint for each county a seminary trustee. The duty of this officer was almost entirely connected with the financial problem. In 1824, the law provided for the election of three trustees in each township and placed examining teachers and granting licenses among their duties. The examiners were not school men, and the meager test covered the subjects of reading, writing and arithmetic. There were only six organized counties at that time.

In 1831 the law provided for a school commissioner for each county who looked after the funds of the local school corporations and who was elected for a term of three years. In 1833 in addition to the school commissioner for the county and the three trustees for the township provision was made for the election of three subtrustees in each district, to hold office one year. These district trustees examined applicants and employed teachers. The law of 1836 made it legal for any householder to employ a teacher in case of failure to elect district trustees. In 1837, in addition to all these officers, and with only a slight modification of their duties, the circuit court was authorized to appoint annually three examiners whose duty it should be "to certify the branches of learning each applicant was qualified to teach." During the next decade no change was made in the county system. In 1847, Caleb Mills in the second of his famous messages gave as one of the essential characteristics of a state system of schools, efficient supervision, state and county. The law of 1849 abolished the office of county school commissioner, retained the three school examiners

in each county, and the three township trustees, but substituted one trustee in each district instead of three. This was the beginning of the simplification of the school machinery of the county. This law prescribed a minimum school term, made schools in each township of uniform length, and adopted an elaborate system of records and reports through teachers, district and township trustees, the county auditor and treasurer, the superintendent of common schools, and the legislature.

The new constitution in 1851 left the county school machinery practically as the law of 1849 had left it, and so it remained till the sixties. The law of 1852 did make the licensing of teachers a part of the duty of the state superintendent of public instruction by himself or deputies whom he was authorized to appoint, one to a county. This arrangement did not prove satisfactory. In 1856 Superintendent Mills recommended the appointment of three examiners to each county to constitute a board. In 1859, Superintendent Rugg, speaking of the system, said that there was "a gap in the supervision of its interests and affairs, which, if properly filled, would contribute much to facilitate its workings and assist in its administration." He recommended that the examiners, instead of the auditors, be held responsible for the annual school reports; that they should visit and inspect the schools of their respective counties, looking to greater uniformity in their organization and management. The outcome of these recommendations was a change in the law of 1861 substituting one examiner with a term of three years for the three that had held office in each county and placing the appointing power in the board of county commissioners. This law made all examinations public and prohibited the granting of a license upon private examinations. It was another step towards the simplification of the school machinery of the county and resulted in great advance. But the greatest advance appeared in the provision that "said examiners shall constitute a medium of communication between the state superintendent of public instruction and the subordinate school officers and schools; they shall visit the schools of their respective counties as often as they may deem it necessary, during each term, for the purpose of increasing their usefulness, and elevating as far as practicable the poorer schools to the standard of the best; advising and securing,

as far as practicable uniformity in their organization and management, and their conformity to the law and the regulations and instructions of the state board of education and of the state superintendent of public instruction, and shall encourage teachers' institutes and associations. They shall receive from the trustees their reports of enumeration and their regular school and other reports which are required by law to be made by them, and otherwise gather up the necessary data and information, including that relative to private schools, high schools, colleges and other private institutions of learning within their respective counties, so as to present a view of the educational facilities of the state and enable them to make full and complete reports to the state superintendent of public instruction; and receive for, and distribute to the township libraries such books as may be furnished for them, and advise such a disposition and use of them as will tend to increase their usefulness and advise the trustee as to the most approved school furniture, apparatus and educational agencies."

While a great advance had been made, the feeling soon became apparent that the good of the schools required better service than could be rendered by the examiner under these conditions. In response to a call made by State Superintendent Hoshour the examiners met in Indianapolis in convention for the first time on November 6, 1862. They discussed such problems as qualifications of teachers, examinations, visitation, and reports. The second state convention of examiners met at the call of State Superintendent Hoss in the summer of 1866 and among the changes recommended was one calling for the creation of a county board of education. In 1868 Superintendent Hobbs held that "to be able to judge of the practical qualities of teachers the examiners should spend enough time with them in their schools to know that their work is professionally done; that the entire time of one man is not too much for the work demanded in a majority of the counties." In 1872 Superintendent Hopkins made the recommendation that the office of school examiner be abolished and that of county superintendent be created. As a result of these cumulative recommendations by the leading educators of the state the general assembly of 1873 created the office of county superintendent. This law provided that "the township trustees of the several townships shall

meet at the office of the county auditor of their respective counties on the first Monday of June, eighteen hundred and seventy-three, and biennially thereafter, and appoint a county superintendent." The act did not create a new office, it merely changed the name and enlarged the powers of the old office. The change made the term two years and increased the function of supervision. This law carried with it no educational or professional requirements, but the people as a rule saw that the best men available were chosen. The status of county supervision remained unchanged, but for a few simple modifications, till the general assembly of 1899 extended the term of office to four years, and holding a thirty-six months' license, or a life or professional license a test of eligibility.

Since 1873 supervision for the rural schools has meant something in Indiana. The teachers pass rigid examinations, for which the questions are provided by the state board of education, and the examination and grading of the manuscripts may be done by the county superintendent or the state superintendent. The county superintendent makes systematic supervision a large part of his work. The rural schools have all been graded, the standard of efficiency has been constantly raised, and through the good work of the county superintendent the children are receiving advantages equal to those of the towns and cities. Such men as Dr. B. W. Evermann, of the U. S. Fish Commission, and Supt. W. H. Elson, of Grand Rapids, were formerly among the successful county superintendents of Indiana.

2. ADMINISTRATION.

a. TENURE, ELIGIBILITY, SALARY.

The term of the county superintendent is four years, and he is eligible for re-election during good behavior. The educational qualifications, holding a three years' license, is still meager, and there is no professional qualification. The office is still often the spoil of party politics, since the political complexion of the majority of the trustees too often determines the election. It must be said, however, that Indiana has been fortunate in having as county superintendents men of integrity and ability interested in the schools. The salary, which is much too small, is four dollars

for every day of actual service and the county provides office, postage and stationery.

b. EXAMINATIONS.

The county superintendent with questions provided by the state board of education holds one public examination on the last Saturday of each of the following months: January, February, March, April, May, June, July and August; but special examinations may be held at any time upon the written request of school boards. The applicant must file with the superintendent a certificate of good moral character from a trustee of the county or from some other satisfactory source.

The county superintendent may issue licenses of twelve, twenty-four and thirty-six months, determined by the answers and other evidences of qualification furnished by the applicant.

A teacher who has taught for six consecutive years and holds a thirty-six months' license, is exempt from examination in the county in which he has taught, so long as he continues to teach without interruption.

There are three grades of licenses based upon the grade of school work done, primary, common school and high school. Teachers who do primary work, that is, work up to the fourth grade, are permitted to teach upon the primary license, which, while requiring a knowledge of the principles pertaining to primary work, does not call for advanced academic training. The common school license is valid in grades one to eight inclusive, and calls for larger scholarship. The high school license is valid in high schools. A county or state high school license may be granted upon one or more subjects.

The county superintendent has the power to revoke licenses heretofore granted by himself or his predecessors or granted by the state superintendent of public instruction, for incompetency, immorality, cruelty or general neglect of duty on the part of the teacher. The teacher may appeal to the state superintendent of public instruction, whose decision is final.

The county superintendent provides for the examination of all applicants for graduation in the common school branches from township, district or town schools during the months of March, April and May, and furnishes them certificates of graduation, if in

the judgment of the county superintendent they are entitled thereto, which entitles the recipients to enter any township, town or city high school of the state. He likewise provides for the examination of all applicants for graduation from the township graded or town graded high schools not employing a superintendent, during the months of April, May and June, and furnishes them certificates of graduation, if entitled thereto. He attends as many commencements as he can of the township and town schools, and also of the township and town high schools.

In addition to these examinations the county superintendent provides questions for bimonthly examinations in the schools. These questions are prepared by a committee of county superintendents, and printed and distributed by the state superintendent of public instruction. It is upon these examinations that the rural teacher promotes his pupils.

Lists of questions issued by the county superintendent are submitted here.

FIRST EXAMINATION—1903-1904.

Questions for the First Examination, Based on the First Part of the State Course of Study.

WRITING.

Grade the penmanship on legibility (40), regularity of form (25), neatness (10), movement (10), and improvement (15).

SPELLING.

1. In each grade teachers select thirty words from the spelling work of the last two months, and have pupils spell on paper.
2. Grade each pupil on the entire examination, deducting one-half per cent. for each misspelled word.

READING.

FIRST YEAR.

1. Give each pupil a sentence printed or written on paper and have him read it at sight.
2. Test each pupil on naming at sight words selected from lesson 23, page 86.
3. Have each pupil study a paragraph in lesson 23, page 86, and give it from memory.
4. Select five words to be spelled by sound and by letter.

5. Permit each pupil to select and read some lesson, or part of a lesson, which has been studied during the year.

SECOND YEAR.

1. Study lesson 27, page 141.
2. Why is the lesson called "A Boy's Triumph?"
3. What was Willie's temptation?
4. Describe Willie's copy-book.
5. Who had the right idea of honor, Willie or the other boys? Why do you think so?
6. Read the lesson orally.

THIRD YEAR.

1. Read silently the lesson on page 180.
2. Why did the Abbot place the bell on Incheape Rock? How was it placed?
3. Why did the mariners bless the Abbot? What is a mariner? What is an abbot?
4. Describe the wicked act of Sir Ralph the Rover. What is a Rover? Why did he cut loose the bell?
5. What did Sir Ralph the Rover then do?
6. What happened on his return? What lesson may we learn from this story?
7. Read the poem orally.

FOURTH YEAR.

1. Read silently the lesson on page 71.
2. From the first part of this poem, what opinion do you get of the skipper of the *Hesperus*?
3. What advice was given him? Why did he refuse it?
4. Did he show affection for his little daughter? If so, write the lines which tell you this.
5. Tell how he tried to calm her fears after the storm began.
6. Tell the result of the voyage.
7. Read at least a part of the poem.

FIFTH YEAR.

1. Read silently the lesson on page 232.
2. Between what armies was the Battle of Waterloo fought? Where? Its result?
3. What scene is described in the first and second stanzas? The officers of which army were at the dance?
4. What is described in the third and fourth stanzas? In the fifth and sixth.
5. What figures of speech do you find in the first stanza?
6. Read the selection orally.

SIXTH YEAR.

1. Read silently lesson on page 231.
2. What is an arsenal? To what does the poet liken it? Why?
3. What does the poet mean by, "When the death angel touches those swift keys?"
4. Who were the Saxons; the Normans; the Tartars?
5. Who were the Aztec priests? What was "their teocallis?"
6. In the description of a battle given in the seventh stanza, why does the poet say: "The diapason of the cannonade?"
7. In the first part of the poem the poet describes the tumult of battle; what is his theme in the last four stanzas?
8. Read the selection orally.

SEVENTH YEAR.

(Skipper Ireson's Ride—Literary Studies, page 129.)

1. Tell briefly, and in your own language, the story given in this poem.
2. What is meant by—
"such as chase
Bacchus round some antique vase?"
3. What is meant by, "Hulks of old sailors run aground," and why does the poet use this figure in describing part of the crowd?

4. Why was Ireson so indifferent to his punishment as to say—
"What to me is this noisy ride?"
5. Who first took pity on him, and why?
6. Name three other poems by the same author.

EIGHTH YEAR.

(Lincoln's Second Inaugural Address—Lit. Studies, page 300—5th Reader, page 310.)

1. Read the selection silently.
2. Give a brief sketch of the life of Lincoln.
3. What was the situation of the country at the time this inaugural was delivered (March 4th, 1865)?
4. What does Lincoln say was the situation in the two contending sections of the country at the time he delivered his first inaugural address?
5. What does he say was "the object for which the insurgents would rend the Union?" What does he say was the right claimed by the government?
6. What seemed to be his personal wish?
7. Give the substance of the last paragraph of the inaugural.

LANGUAGE AND GRAMMAR.

SECOND YEAR.

1. Write a short story about a flower that you like.
2. Write five statements about your school room.
3. Write a statement, change your statement to a question.

THIRD YEAR.

1. Write the name of your town, township, county and state.
2. Write three rules for using capital letters.
3. Write four names of boys, four of girls and four of cities.
4. Write a story that you learned from your reader.

FOURTH YEAR.

1. Write the plural forms of marble, tree, bird, car, spoonful, cupful, basket.
2. Write the plural of leaf, knife, wife.
3. How do you form the plural forms of words ending in "y"?
4. Write the possessive plural forms of the following: boy, bird, lady.
5. Write a composition on "Our Flag."
6. Write a sentence using *the* and *an*. When is an used?
7. Write a short letter.

FIFTH YEAR.

1. Write a declarative sentence.
2. Write an imperative sentence.
3. What is a simple sentence? Write one.
4. What is a complex sentence? Write one.
5. Write a compound sentence.
6. Write a business letter.
7. What are the parts of a letter?
8. Why is it important to be able to write a letter without mistakes?

SIXTH YEAR.

1. Write a sentence containing a personal pronoun, a relative pronoun, a compound personal pronoun.
2. Parse the pronouns in the following: "He that filches from me my good name robs me of that which enriches him not and makes me poor indeed."
3. What is the antecedent of a pronoun? Illustrate in a sentence.
4. What is an adjective pronoun? Illustrate in a sentence.
5. To what are the following usually applied: who, which, what, that?

SEVENTH YEAR.

1. What is a transitive verb? An intransitive verb? Give examples of each.
2. Write five sentences using adverbs of time; five using adverbs of place.
3. What is a simple adverb? A conjunctive adverb? An interrogative adverb?
4. Compare the following adverbs: far, much, late, well, rapidly, swiftly.
5. Write five sentences each containing a prepositional phrase and two containing an adverbial phrase.
6. Illustrate the use of a subordinate conjunction, and of a co-ordinate conjunction.

EIGHTH YEAR.

1. What are the principal elements of a sentence?
2. What is a simple modifier? A compound modifier? A complex modifier?
3. Name the different sentences as to form. Illustrate each.
4. Name the different sentences as to use and write one of each kind.
5. Write a sentence containing an appositive word; an appositive phrase.
6. Write a complex sentence. Give its analysis.
7. Write five sentences each containing a noun clause.

GEOGRAPHY.

FOURTH YEAR.

1. What is a desert? How might this country become a desert?
2. Name the continents in order of their size. Which are joined together?
3. Locate the Pacific ocean. The Atlantic ocean.
4. What is a volcano? Where are they found in the United States?
5. What color is Tibbu? Why does he go to bed at dark?
6. Tell the color of the Japan girl. Describe the furniture in her home.
7. What animals are found in Tibbu's country? What kind of people are the Kaffirs?
8. In what ways are the people of China and Japan alike? In what ways do they differ?
9. How do Laplanders dress? Why? What animals have they?

FIFTH YEAR.

1. Which is the most important nation of Asia? Name its products.
2. To what race do the people of India belong? What do they raise? Tell from what plant opium is made.
3. Where is Jerusalem? Why is it noted? What sea is near this city? Why is it so called?
4. What countries in Asia are thickly inhabited?
5. What large river flows through Egypt and what city is at the mouth of this river?
6. What can you say of the wild animals of Asia and Africa? Name some of them.
7. What is the color of the natives of Australia?
8. What is the direction of the Philippine Islands from the United States? The Hawaiian Islands? Porto Rico? Cuba?
9. What are some of the products of the Philippines?
10. Where is Manila? For what noted? Where is Havana? Santiago? San Juan? Ponce?

SIXTH YEAR.

1. Sketch an outline of Asia, indicate its highlands, show sources, direction of the flow and mouths of five of its rivers.
2. Why are the northern plains of Asia marshy?
3. What possessions has England in Asia? What has France? Holland? The United States?

4. Name the inland capitals of Asia.
5. Trace the line of the Siberian railway from the Ural mountains to the waters of the Pacific ocean.
6. Why is western and southern Europe so much warmer than the interior?
7. Locate the sources and the mouth of the following rivers: Danube, Volga, Po, Rhine, Rhone, Thames.
8. Name ten cities of Europe, state which is the largest and how it ranks as a commercial city.
9. How does Africa compare with Europe in general elevation? What portion of Africa receives plenty of rainfall? What deserts on each side of this area?
10. What nations have possessions in Africa? What two states are independent?

SEVENTH YEAR.

1. Why are none of the African rivers navigable to the interior? Describe the important rivers, giving rise, course and mouth.
2. What country of Africa has been recently conquered.
3. What government controls New Zealand. What does it export?
4. How did the Hawaiian Islands come under the control of the United States?
5. Name the smallest continent. Tell all you can of its surface, climate and products.
6. Name five seas and four peninsulas of Europe.
7. How many nations of Europe have a republican form of government? Name them, giving their capitals.
8. What form of government has Russia? Name three cities of Russia, giving their location.
9. In what two industries does San Francisco rank first?
10. Compare Canada and Mexico as to size, surface, inhabitants, form of government, natural resources, products and civilization.

ARITHMETIC.

FOURTH YEAR.

1. Henry gathered a bushel of beans from his garden, and sold one-half of them at 24 cents a peck. How much money did he receive?
2. Write in Arabic L; C; CLV; M. Write in Roman forty-nine; eighty-one; one thousand one.
3. One-eighth of 24 acres of land is planted in corn, one-twelfth in pota-

toes, one-sixth in oats, and the remainder in meadow. How many acres in meadow?

4. How many pint bottles will it take to hold 3 gallons?
5. A real estate agent bought some land for \$2,000. How much will he gain if he divides the land into 4 lots and sells them at \$600 each.
6. A farmer traded 500 pounds of hay at 7 cents a pound for a new mower worth \$42.50; how much cash should he pay?

FIFTH YEAR.

1. What is a decimal fraction? A decimal point? A mixed decimal?
2. Change to decimals one-fourth, four-fifths, one-eighth, 12 and two twenty-fifths.
3. Find the difference between .8 and .06; 1005.15 and 105.015; 9 and .0009.
4. When the dividend is .1 and the divisor is 12.8 what is the quotient?
5. If three-fourths of a yard of cloth cost \$2.16, what will be the cost of 5 and one-half pieces each containing 447 yards?
6. Reduce 21 bushels and 1 quart to quarts.

SIXTH YEAR.

1. What is a proper fraction? An improper fraction?
2. Give two ways that a fraction may be multiplied or divided?
3. Add $3-6+2-8+7-9+9-10+15-20$.
4. Subtract 21 $\frac{1}{2}$ from 42 $\frac{1}{2}$.
5. What is $\frac{1}{2}$ of $\frac{1}{4}$; of $\frac{1}{2}$; of $\frac{1}{4}$; of 6 $\frac{1}{2}$?
6. What part of 1 $\frac{1}{2}$ feet is 3 $\frac{3}{4}$ inches?
7. There are 5280 feet in a mile. What part of a mile is 770 yards?
8. A man owned $\frac{2}{3}$ of a factory. He sold $\frac{1}{6}$ of his share. He gave $\frac{1}{6}$ of the remainder to his daughter, $\frac{1}{6}$ of what then remained to his son, and sold $\frac{1}{6}$ of the remainder for \$9,000. What was the value of the factory? What was the daughter's share? The son's share? What was the value of what he had left?
9. Find the sum, difference, product and quotient of 8 $\frac{1}{2}$ and 12 $\frac{1}{2}$.

SEVENTH YEAR.

1. What do we mean by per cent.? What per cent. is used to represent all of anything? When you see this (per cent.), what do you call it?
2. How many ways can the per cent. of a number be expressed? Give numbers.

- What is 5 per cent. of 300? What is 6 per cent. of 200? What is 10 per cent. of 500?
- In a school of 250 pupils, 10 per cent. are absent. How many are absent? How many are present?
- What per cent. of 12 is 4? What per cent. of 60 is 12? What per cent. of 56 is 8?
- 30 is 6 per cent. of what number? 80 is 10 per cent. of what number?
- An etching costs \$48, which is 80 per cent. of the cost of an engraving. What is the cost of an engraving?
- A farmer having 600 bushels of wheat sold 20 per cent. to one man and 37½ per cent. to another. How many bushels did he keep?
- A clerk receives an annual salary of \$3,500 a year. He expends 16 per cent. for board, 10 per cent. for clothes, 9 per cent. for charity, and 22 per cent. for other expenses. How much does he save per year.

EIGHTH YEAR.

- What is ratio, antecedent, consequent?
- Find x in the following: $72 : x :: 250 : 4$; $\$16 : \$5 :: 288 : x$.
- If a tree 100 feet high cast a shadow 90 feet long, how long a shadow will a tower 250 feet high cast at the same time and place?
- If 45 men in 16 days of 9 hours each can dig a ditch 100 rods long, 5 yards wide and 4 feet deep, in how many days can 16 men working 10 hours a day dig a ditch 250 rods long, 4 yards wide and 3 feet deep?
- A, B and C build a road. A furnishes 50 men 25 days; B 40 men 40 days and C 100 men 50 days. They receive \$20,400 for the work; what is the share of each?
- Find 9 raised to the seventh power.
 $\sqrt[7]{622,521}$.
- The area of a circle is 962,115 feet. What is its diameter and circumference?
- Find the entire surface of a cube whose volume is 91,125 cubic feet.
- What is the tariff on 40 yards of silk that cost \$5 a yard, at 50 cents specific and 50 per cent. ad valorem?
- Solve $\frac{a^3 - b^3}{a^2 + ab + b^2} = ?$

HISTORY.

SECOND YEAR.

- Tell some of the things the early homes did not have.

- Mention some things that were used long ago in the homes but are not now used.
- Tell about Hiawatha.
- Tell what you can of Indian tribes?
- What weapons did Hiawatha use? What clothing did he have?
- Name some things that you have in your home that your grandparents did not have.
- What was the spinning wheel used for?
- How was clothing made in early times?

THIRD YEAR.

- Name some leading men of Indiana.
- Tell the story of Columbus.
- Who was George Washington? Tell an interesting story of him.
- What did Lincoln do?
- Draw an outline map of the United States and locate the homes of George Washington, Abraham Lincoln, Captain John Smith and Miles Standish.
- Draw an outline map of Indiana and locate the homes of Benjamin Harrison, Thomas Hendricks, James Whitcomb Riley, Edward Eggleston, Sarah K. Bolton and Governor Durbin.

FOURTH YEAR.

- Who was Cleon?
- Describe the home of Cleon?
- Who was Hercules?
- Tell what you know of Homer.
- Name some great men of Greece.
- How many gods and goddesses did the Greeks have?
- Tell what you know of Solon and Socrates.

FIFTH YEAR.

- Give the names of some of the Saxon gods.
- Describe the home of Wulf.
- What was the Swan-road?
- What people did the Saxons plunder?
- Who were the Britons? Where did they live?
- Tell a short story of King Arthur.
- Explain this quotation: "The banner of the white horse went ever forward."

SIXTH YEAR.

- What was the outcome of the discovery of America by the North men?
- Give an account of Columbus' efforts to secure aid.

3. What induced Columbus to make the voyages to America?
4. Who was Ponce de Leon?
5. Tell about Sir Francis Drake and his voyage.
6. What were the weapons of soldiers in early times?
7. Compare and contrast the Virginia colony with that of Massachusetts.
8. Name five persons connected with the early history of Virginia; five with the early history of Massachusetts.
9. What was the Magna Charta?
10. Who is governor of Indiana? What is the length of term of office?

SEVENTH YEAR.

1. How does the constitution differ from the articles of confederation?
2. Who were some of the ablest men who met at Independence Hall in May, 1787, to form a constitution for the United States?
3. Whom did Washington select as his cabinet officers?
4. Which was the fourteenth State of the Union?
5. What was the Whisky rebellion?
6. When was the United States bank organized?
7. Where, by whom and for what purpose was the first national Thanksgiving day appointed?
8. What valuable rights did we secure by a treaty with Spain in October, 1785?
9. What state of affairs existed between our country and France when John Adams became president?
10. What is the purpose of the World's Fair at St. Louis this year?

EIGHTH YEAR.

1. What was the result of Lincoln's first call for volunteers in the North? In the South?
2. Why was Harper's Ferry so valuable to the North?
3. Name five Union and five Confederate generals of the civil war.
4. Name five important battles of the civil war and state the result of each.
5. Give an account of Sherman's march to the sea.
6. What was the one great purpose in the West and who carried this out?
7. For what was Andrew Johnson impeached?
8. What presidents have not been elected by the electoral college?
9. Who were presidents of the United States while the capital was at Philadelphia?

10. What is the significance of the World's Fair at St. Louis this year?

NATURE STUDY.

FIRST YEAR.

1. Name three parts of your body.
2. What trees have notched leaves?
3. Describe the kind of day it is.
4. Will seeds sprout if the earth is dry?
5. Name as many parts of a plant as you can.

SECOND YEAR.

1. What makes the leaves fall?
2. What seeds do we sow? Name some seeds that sow themselves.
3. What insects can fly?
4. How does the old bird feed her young?
5. Do you sit up straight?
6. Which side of the house does the sun shine on at noon?

THIRD YEAR.

1. Of what do we make sugar?
2. Tell how to raise potatoes.
3. Should the windows that light your school room be at your sides, your back, or in front of you?
4. What do snakes live on?
5. What "tame" animals do you like best? What other word can you use for tame?
6. In how many forms have you seen water?

PHYSIOLOGY.

EIGHTH YEAR.

(Answer any eight, not omitting two, three and four.)

1. State the relation between the skin and the kidneys.
2. (a) Draw a diagram of the brain and spinal cord. (b) Where is the intellect supposed to be located?
3. What is the relation of good, wholesome food to a strong, nervous organism?
4. What effect has late hours, cigarette smoking and personal bad habits upon the nervous system?
5. Describe the heart.
6. Name the organs of special senses.
7. How many of the special senses are located in the head? Why? (Answer fully.)
8. What is the difference between a healthy brain and a drunkard's?
9. Why can not the drunkard keep from drinking alcohol?
10. If every boy and girl in our State would graduate in scientific temperance, would drinking alcoholic drinks be less in the future?

MUSIC.

1. What is meant by chromatic scale?
2. How far does the influence of an accidental extend in a piece of music and what tones are affected by it?
3. What effect has a dot placed after a note?

4. Give a quotation from the Battle Hymn of the Republic.
5. In what key is Home, Sweet Home written, and who wrote it?
6. What is music?
7. Write a measure in double, triple and quadruple time.

COMMITTEE ON BI-MONTHLY QUESTIONS FOR 1903-1904.

ELIJAH MCFARLAND, Chairman, Martin County.
 LEVI H. SCOTT, Floyd County.
 SAMUEL SCOTT, Clark County.
 A. A. MANUEL, Brown County.
 C. A. ROBERTSON, Crawford County.
 E. A. GLADDEN, Scott County.
 J. D. HOSTETTER, Hendricks County.
 R. H. HARNEY, Boone County.
 LEE O. HARRIS, Hancock County.

1903.

MAY.

1903

STATE OF INDIANA.

*Questions for Examination of Pupils Completing the Course of Study in the
 "Common Branches."*

Prepared by the following committee of the County Superintendents' Association, 1901: Isaac F. Myer, Chairman, Carroll County; T. S. Thornburg, White County; William F. Landes, Marion County; E. E. Helt, Vermillion County; J. W. Barlow, Shelby County; Levi Scott, Floyd County; R. W. Stine, Wells County.

TO BE USED THE THIRD SATURDAY IN MAY, 1903.

INSTRUCTIONS.—Pupils need not copy the questions, but must number each answer to correspond with the question, and must write the manuscript in INK. When you are asked to answer "any six" or "any seven," etc., out of eight or ten questions respectively, stop when you have answered the number required. To answer more is a loss of time and may lower your grade, as all mistakes will be marked off.

Writing.—The penmanship shown in the entire manuscript of the examination will be graded on a scale of 100 per cent., with reference to *legibility* (50), *regularity of form* (30), and *neatness* (20). The handwriting of each pupil will be considered in itself, rather than with reference to standard models.

Spelling.—The orthography of the entire examination will be graded on a scale of 100 per cent., and 1 per cent. will be deducted for each word incorrectly written.

The county superintendent will grade the manuscripts, and certificates of graduation will be issued to every applicant who attains a general average of 75 per cent., without falling below 60 per cent. in any subject.

NOTICE TO APPLICANTS.—On the first white page in your manuscript answer these requests:

1. Give your name or number.
2. Give your age.
3. Give number of your school district.
4. Give your teacher's name.
5. Give your trustee's name.
6. Give the name of your township.
7. Give your postoffice.
8. Give place of birth.
9. Give date of birth.
10. Give number of years you have attended school.

GRAMMAR.

(Answer any eight.)

1. In each blank space supply the past tense of *sit* or *set*.
 - a. Hawthorne kept many note books in which he — down things he wished to remember.
 - b. Mr. Green came in and — awhile.
 - c. He always — apart one-tenth of his income to give to the Lord.
 - d. He — the hen on fifteen eggs and there she — two weeks.
2. Define the relative pronoun. State the distinctions in the use of *who*, *which*, *what*, *that*.
3. What is a thought? What is a sentence?
4. Name the kinds of sentences on basis of *use* and on basis of *form*.
5. Analyze: How strangely the past is peeping over the shoulders of the present.
6. Write a letter to a business firm ordering a bill of goods.
7. Give the principal parts of: sit, set, lie, lay, see, throw, sing, run, bid, fight.
8. Write sentences illustrating the coordinate conjunction and the subordinate conjunction.
9. Write the possessive, singular and plural of these words: man, children, boxes, tomato, penny, Mr. Brown.
10. What is comparison? What parts of speech admit of comparison? Compare fast, pretty, disagreeable, dead, little, much.

HISTORY.

(Answer any eight.)

1. Show how Marco Polo's book on his eastern travels suggested the discovery of America.
2. What two companies were organized in England to colonize America? What territory was controlled by each?
3. Name four inventions that have materially affected the industrial growth of our country.
4. Tell the story of the Boston Tea Party. Of the Charter Oak.
5. What was England's argument for taxing the colonies?
6. Give a brief account of Hamilton's plan for restoring the credit of our country.
7. What were the Alien and Sedition Laws?
8. How did slavery divide our country in regard to trade with Europe?
9. Give the most important provisions of the Omnibus Bill.
10. Why did Congress impeach President Johnson?

MUSIC.

(Answer any five.)

1. Construct *scale ladders*, on one place the scale names in the key of E; on the other, the key of Eb. Show to what extent they are alike? Unlike?
2. What is an *interval*? An *accent*? Name two kinds of *accent*.
3. In four-part music, how many voices are represented? (Give name of each.)
4. There are how many kinds of *keys*? (Give name and signatures of each key.)
5. What is a *scale*? Name two kinds. Do in one kind is what in the other?
6. Give all the uses of sharps and flats.

READING.

Based on the Legend of Sleepy Hollow.

1. Give an account of the author. Name other selections that he wrote.
2. Describe Ichabod Crane.
3. Name two other characters and describe them.
4. What is the author writing about?
5. Describe the barn-yard scene.
6. What does the author think of ghost stories? Why do you think so?
7. Let the applicant be graded from 0 to 40 on his oral reading.

ARITHMETIC.

(Answer any eight.)

1. At \$3.50 per cord, what is the value of a pile of wood 16 feet long, 7 feet wide and 5 feet high?
2. Ten cents is $\frac{2}{5}$ of Frank's money; Frank's money is $\frac{3}{4}$ of mine; how much have I?
3. Define ratio, addition, circle, rate per cent. and commission.
4. A man bought 3 bales of hay of 112 $\frac{1}{2}$ lbs. each at \$12.00 per ton. How much did it cost?
5. A man bought the E. $\frac{1}{4}$ of the N. E. $\frac{1}{4}$ of N. W. quarter of a section of land at \$25.00 per acre. How much did it cost?
6. Find the interest on \$1,025.00 for three months and 6 days @ 6 per cent.
7. How many bushels in a bin 12 feet long, 5 feet wide, and 4 feet deep?
8. Sold 25 bbls. of apples for \$69.75 and made 24 per cent. How much did they cost per bbl.?

9. The diameter of a spherical balloon is 25 feet. How many square yards of silk will cover it?
10. An agent who purchased a lot of wheat forwarded his bill for \$568,875. If this included his commission of 2½ per cent., what sum was paid for wheat?
2. Name the organs found in the thorax.
3. Give four reasons why we should not use intoxicants.
4. Describe the heart.
5. Show how the heart is adapted in several ways to do its work.
- 6 and 7. Trace a piece of bread and butter from the hand until it becomes blood, noting the changes that occur in it.
8. Name the parts of the ear.
9. Draw a cross section of a long bone.
10. Of what benefit do you think the study of physiology is?

GEOGRAPHY.

(Answer any eight.)

1. Give the circumference and diameter of the earth.
2. What is a mountain system? A mountain range? Give an example of each.
3. What is latitude? Longitude? Give the latitude and longitude of the place in which you live.
4. Name and describe five large rivers in North America.
5. Name the races of men and tell in what respects they differ.
6. What are the chief articles of food of the people of the hot belt?
7. Name the coal districts of the U. S.
8. Locate Trieste, Lucknow, Bogota, Valencia and Tokyo.
9. Name three state, three religious, and three private schools of Indiana.
10. Describe the state government of Indiana.

PHYSIOLOGY.

(Answer any eight.)

1. What do we mean by lesser circulation? By greater circulation?

GENERAL STATEMENT.

After you have finished your examination, copy and fill the blanks in the following:

STATE OF INDIANA.

(County of.....)

Township of.....

I am.....years of age; have been a student in public schools for.....years; and I do solemnly declare that in the examination to-day I have not given or received aid in any manner whatever.

*(Name or number).....

(Postoffice).....

(Date.....1903.)

*NOTE.—Use name or number, as county superintendent may desire.

1904.

APRIL.

1904.

STATE OF INDIANA.

Questions for Examination of Pupils Completing the Course of Study in the "High School Branches."

FIRST EXAMINATION.

Prepared by the following committee of the County Superintendent's Association, 1903: Jas. W. Frazier, Madison County, Algebra, Plane Geometry and Solid Geometry; H. E. Coe, Dekalb County, American and English Literature and Rhetoric; Edgar Mendenhall, Decatur County, Chemistry and Physics; Jesse M. Neet, Parke County, General History, Civics and Physical Geography; William H. Stone, Owen County, Latin and German; John W. Lewis, Wabash County, Botany and Zoology.

TO BE HELD FRIDAY, APRIL 1, 1904.

INSTRUCTIONS.—Pupils need not copy the questions, but must number each answer to correspond with the question, and must write the manuscript in ink. When you are asked to answer "any six" or "any seven," etc., out of eight or ten questions respectively, stop when you have answered the number required. To answer more is a loss of time and may lower your grade, as all mistakes will be marked off.

Writing.—The penmanship shown in the entire manuscript of the examination will be graded on a scale of 100% with reference to *legibility* (50%), *regularity of form*, (30%), and *neatness* (20%). The handwriting of each pupil will be considered in itself, rather than with reference to standard models.

Spelling.—The orthography of the entire examination will be graded on a scale of 100%, and 1% will be deducted for each word incorrectly written.

The county superintendent will grade the manuscripts, and certificates of graduation will be issued to every applicant who attains a general average of 75%, without failing below 60% in any subject.

NOTICE TO APPLICANTS.—On the first white page in your manuscript answer these requests:

1. Give your name or number.
2. Give your age.
3. Give number of your school district.
4. Give your teacher's name.
5. Give your trustee's name.
6. Give the name of your township.
7. Give your postoffice.
8. Give place of birth.
9. Give date of birth.
10. Give number of years you have attended high school.

ZOOLOGY.

(Any seven.)

1. What is the difference between plants and animals?
2. Make a drawing of the fresh-water hydra. Indicate the parts.
3. Give full description of hydra and life history.
4. Give a full description of the "flicker," giving his nesting place, number of eggs, food, use to the farmer, etc.
5. Discuss fully the benefit of honey and bumble bees to the fruit grower and farmer. (Be explicit.)
6. Give the life history of the house fly.
7. Give the life history of the electric light bug.
8. Define symbiosis; give an example.
9. Distinguish beetle and bug. Give two examples of each.

ALGEBRA.

(Any seven.)

1. Factor $9a^4 + 36a^2b^2 + 49c^2$.
2. Reduce to lowest terms: $\frac{a^2 - (b+c)^2}{a^2 + ab + ac}$.
3. The sum of $\frac{1}{2}$ of one number and $\frac{3}{4}$ of another is 38; and if 3 be added to the first, the sum will be equal to $\frac{3}{4}$ of the difference between the second and 8. Find the numbers.
4. Solve: $\frac{1}{x-1} - \frac{2}{x-2} = \frac{1}{2}$.
5. A rectangular field is 12 rods longer than it is wide and contains 7 acres. What is the length of its sides?
6. Find the values of x ; $x^4 + 3x^2 = 28$.
7. Find least common multiple of: $a^2 + 3a - 4$, $a^2 - 6a + 5$ and $a^3 - a - 20$.
8. What two numbers are there, such that their sum increased by their product is 34, and the sum of their squares diminished by their sum is 42?

9. Find the highest common divisor of: $x^2 - 6xy + 8y^2$ and $x^2 - 8xy + 16y^2$.

LATIN.

(Any seven.)

N. B.—Pupils who have had two years Latin answer any seven; and pupils who have had three years answer eight, including No. 7 or 9, and No. 8 or 10.

1. Decline one noun from each declension. Give principal parts of one verb from each conjugation.
2. Give rules for the formation of adverbs from adjectives and compare the following: *misere*, *fortiter*, *parum*.
3. How many infinitives has the regular verb in Latin? Name them and give rule for the formation of each.
4. How many participles has the Latin? Name them and tell how each is formed.
5. How is the active periphrastic conjugation formed? The passive periphrastic? How is each used?
6. Translate: 'Cæsar said that he would invade Gaul. He (another) said that 'Cæsar would invade Gaul. It was said that 'Cæsar would invade Gaul.
7. Translate: 'Cæsar omni exercitu ad utramque partem munitionum deposito, ut, si usus veniat, suum quisque locum teneat et noverit, equitatum ex castris educi et proelium committi iubet.
8. Translate into Latin: But the enemy attacked the cavalry so quickly, while they had no fear, because the deputies a little while before had asked 'Cæsar for a truce, that they threw them into confusion.

9. Translate: *Hiscæ omnibus, (atalina, cum summa rei publicæ salute, cum tua peste ac pernicië, cumque eorum exitio qui se tecum omni scelere parricidique junxerunt, proficiscere ad impium bellum ac nefarium.*

10. Translate into Latin: (Cicero promised so to manage this treacherous war as a civilian that all good men would be safe. For he thought that the gods, who had formerly defended the Roman people from a foreign foe, would now defend the city and their own temples.

BOTANY.

(Any eight.)

1. Distinguish between cryptogams and phanerogams.
2. Draw and describe fully, one of the lower cryptogams.
3. State difference in structure between aquatic and dry land plant stems.
4. (a) Show how fungi are different from green plants.
(b) Name some of the common ones.
(c) How are they useful?
5. How are rootlets especially adapted to grow in hard ground?
6. What constitutes the food of green plants? How is it secured?
7. At present great interest is taken in the preservation and maintenance of forests. Why is this true?
8. Name three native Indiana plants that are of economic value.
9. What is the purpose of the distribution of seeds? How is it accomplished?
10. What are stomata, where found, and of what value?

GENERAL HISTORY.

(Any seven.)

1. In what way did the characters of the Spartans and Athenians differ?
2. What were the Crusades?
3. Tell the story of Joan of Arc.
4. Who were Demosthenes and Cicero?
5. Why noted: St. Helena, Austerlitz, Elba?
6. Tell what you can of the Spanish armada.
7. What was the edict of Nantes?
8. What do you understand by feudalism?
9. Mention some history connected with the Bastille; with the tower of London.
10. Describe the assassination of Julius Cæsar.

GERMAN.

N. B.—Second year pupils answer any eight; third year answer 6, 12, and any other six.

1. Define ablaut; umlaut. Explain the origin of umlaut.
2. How many declensions has the German? Give the distinguishing mark of nouns in the strong declension.
3. Decline, der Fall; die Folge; der Gedanke.
4. Write out in German, 101, 8755, 147936, 1000208.
5. Give the principal parts of the following verbs: frieren, gleiszen, fangen, sieden.
6. Translate: Der berühmte General Georg Washington saß einmal mit mehreren seiner Offiziere bei Fische. Da steiz einer von ihnen einen Fluch aus. Washington liez Messer und Gabel fallen, warf einen strengen Blick auf den Flucher, so daz dieser die Augen niederschlug. Washington sagte dann: "Ich hätte geglaubt, wir alle betrachteten uns selbst als anständige Männer."
7. Translate into German:
I thought of you, but I did not know where you were then.
You would do wrong if you thought so of me.
I did not know what you would think of it.
8. Give a synopsis of the verb, greisen, in the indicative, passive, singular.
9. Name three poems by Goethe; two by Heine.
10. Translate: Ein Reisender kam an einen Fluss und mietete ein Boot, um ihn überzusetzen. Da das Wasser ein wenig bewegten war, als ihm gefiel, so fragte er den Schiffer, ob jemand bei dieser Ueberfahrt verloren worden wäre. "Niemals," erwiderte der Schiffer, "niemals! Mein Bruder ertrank hier letzte Woche, aber wir fanden ihn am nächsten Tag wieder."
11. Give case and construction of all nouns in 10.
12. Translate into German: Now-a-days, when a man, a woman or a child wants a pair of boots or shoes, he usually goes to a shoe store and buys ready-made whatever he wants in this line. But years ago it was different. There were no ready-made shoes in those days, and people always went to a shoemaker, who took their measure and made them the article.

CIVIL GOVERNMENT.

(Any seven.)

1. State the preamble to the constitution.
2. Name five noted men who assisted in framing the constitution.
3. What is meant by the writ of *habeas corpus*? When may it be suspended?
4. How may the constitution be amended?
5. What bills must originate in the house of representatives?
6. How are United States senators chosen? What qualifications must they have?
7. Name and define the different departments of our government.
8. What is statute law? Unwritten law? Common law?
9. How are judges of the United States supreme court chosen? What is their term of office?
10. What were the three great compromises of the constitutional convention of 1787?

PHYSICS.

(Any seven.)

1. Define physics. Define physical change.
2. Explain action and reaction, giving three illustrations.
3. Explain the hydraulic press. Upon what law of liquids does it depend?
4. Explain the rainbow.
5. What is the result and what is its direction: (1) When two forces act in opposite directions? (2) When they act in parallel directions? (3) When they act at an angle? Make drawings to illustrate.
6. What is the pendulum? State one law of the pendulum.
7. How is sound propagated? Describe and explain the telephone.
8. Give the construction of any battery with which you may be familiar. Name the chemicals used in it and thoroughly explain its use.
9. Describe an ordinary camera. Why is the image inverted? Be explicit.
10. Explain the compass. Why does one end always point north? Is this properly called the "north pole" of the compass?

PHYSICAL GEOGRAPHY.

(Any seven.)

1. Account for the shape of the earth.
2. What are isothermal lines? Why do they not coincide with the parallels?

3. Discuss the causes of ocean currents. How do they affect climate?
4. Discuss briefly the effect of climate on the distribution of plants and animals.
5. Compare and contrast the relief of North America and South America.
6. Account for the arid condition of the Great Basin.
7. Give the history of the formation of coal. Locate the coal fields of Indiana.
8. Describe the gulf stream and give its climatic effects.
9. Account for the heavy rainfall on the southern slopes of the Himalaya Mountains.
10. Explain the formation of the rainbow.

CHEMISTRY.

(Any seven.)

1. Distinguish clearly between chemical and physical changes.
2. Describe and draw a diagram of the apparatus necessary to obtain oxygen. How would you obtain oxygen?
3. What do you understand by "valence"? From the following formulas: H_2 , SO_4 , Hel , HNO_3 , $NaCl$, $CuCl_2$, give the valence of SO_4 , Cl , NO_3 , Na and Cu .
4. Explain and give the equation for the chemical reaction which takes place when CO gas is passed through lime water.
5. Is sulphur a metallic element? Explain why you answer as you do.
6. What causes "hardness" in water? Give difference between permanent and temporary hardness.
7. If a room were entirely filled with pure hydrogen and an electric spark introduced at center of room, what would be the result? Explain fully.
8. By means of what acid can glass be etched? How is this acid kept?
9. If you desire to remove and keep moisture from a box, what would you use?
10. What do you mean by a reducing flame? By an oxidizing flame? What part of the flame is used in each case?

SOLID GEOMETRY.

(Any seven.)

1. Show that if there are given four points in space, no three being collinear, the number of distinct straight lines determined by them is six; if there are five points, the number is ten.

2. State three methods of determining a plane.
3. Prove: If two intersecting planes pass through two parallel lines, their intersection is parallel to these lines.
4. Why is it that a three-legged chair is always stable on the floor, while a four legged one may not be?
5. Find volume of a cube whose diagonal is $\sqrt{3}$.
6. Prove: Parallel transverse sections of a cylindrical space are congruent.
7. Prove: A plane section of a sphere is a circle.
8. How many square feet in the surface of a cylindrical water tank, open at the top, its height being 40 feet and its diameter 40 feet?
9. How many points on a spherical surface determine a small circle?
2. "Sentences and paragraphs must have coherence." Define coherence as here used.
3. Write sentences illustrating the correct use of notorious, noted, famous.
4. In what forms of discourse do the following terms occur: Point of view; incident; conclusion.
5. What is a localism? Illustrate.
6. Use correctly the following words in sentences: affect, effect; aggravate, provoke.
7. Correct, giving reasons: The watch-maker fixed the watch. I have got a cold. Children love candy and excursions. Can I borrow your pencil?
8. Define "triteness" as applied to writing.
- 9-10. Write a description of at least 150 words. (Select your subject.)

PLANE GEOMETRY.

(Any seven.)

1. Define plane, proposition, theorem, postulate, corollary.
2. Prove: The bisectors of two adjacent angles formed by one line cutting another are perpendicular to each other.
3. Prove: Tangents to two intersecting circumferences from any point in the production of their common chord are equal.
4. If one angle of a triangle is $\frac{1}{2}$ of a straight angle, show that the square on the opposite equals the sum of the squares on the other two sides less their rectangle.
5. How many diagonals, at most, has a general quadrilateral? A general pentagon? A general hexagon?
6. Prove: In any triangle any exterior angle equals the sum of the two interior non-adjacent angles.
7. Prove: All tangents drawn from points on the outer of two concentric circumferences to the inner are equal.
8. Draw a tangent to a given circle from a given point; the point is on the circumference.
9. Trisect a right angle.

RHETORIC.

(Any seven, not omitting 9-10.)

1. Is it always best to adhere strictly to the rules for punctuation? Give reasons. What is the present tendency in punctuation?

ENGLISH LITERATURE.

(Any seven.)

1. What was the plan of the *Canterbury Tales*? Who wrote them?
2. What is the marked characteristic of the literature of the Elizabethan age?
3. What great names are associated with the Lake School of writers?
4. Place the following authors in chronological order: Swift, Spenser, Carlyle and Wordsworth.
5. Tell what you can of the life and work of Addison.
6. Write not less than 100 words regarding Silas Marner.
7. Who wrote *Marmion*? *The Ancient Mariner*? *Essay on Man*? *She Stoops to Conquer*?
8. Give a brief outline of the plot in the *Merchant of Venice*.
9. Write not less than ten lines on Scott's narrative poems.
10. "A prince I was, blue-eyed, and fair in face,
(Of temper amorous, as the first of May,
With length of yellow ringlets, like a girl,
For on my cradle shone the Northern Star."

From what is the above quoted? Name the author.

AMERICAN LITERATURE.

(Any seven.)

1. What period of American literature may justly be called the Theological Era? Why?

2. Name four authors of the Theological Period.
3. What rank does Washington Irving hold among American authors? Make four statements to verify your answer.
4. Who wrote *The Embargo*? *The Village Blacksmith*? *The Hoosier Schoolmaster*? *The Gates Ajar*? What do you know of one of these authors?
5. What is the subject-matter of literature?
6. What is the characteristic line of thought in the writings of Thomas Jefferson? J. Fennimore Cooper? William Cullen Bryant? O. W. Holmes?
7. Name four American authors who have embodied in their writings the political elements of American life.
8. Name five American historians, one of whom is an Indiana man.
9. State briefly some thoughts you have received from Bryant's writings. State the same from Longfellow's, quoting from him.
10. Who wrote *Snow Bound*? Why is it so fascinating to read? What impressions, do you think, must have been made upon the author's mind that caused him to write it?

c. SCHOOL VISITATION.

The law says that the county superintendent shall visit schools while they are in session, for the purpose of increasing their usefulness and elevating as far as practicable the poorer schools to the standard of the best. Perhaps no other one thing has done so much for the schools as these personal visitations. The teachers who secure their licenses from these superintendents are always anxious to do good work and any suggestions offered are followed to the best of their ability. The superintendent has a great opportunity in this capacity to aid the teacher who is beginning his work.

The supervisory powers of the county superintendent do not extend over cities having duly appointed superintendents, but they do extend over the smaller incorporated towns with no regular superintendents.

d. CIRCULARS.

In many counties the superintendents supplement visitation with circulars giving specific directions as to the work they want done. These circulars are issued in some counties as often as once a week, and they serve to arouse interest and to make the organization more efficient. Two of these circulars are submitted here, one as a guide to teachers while visiting other schools, and the other giving directions in the regular work:

Office of
HOMER L. COOK,
County Superintendent Marion County Schools.

Office day, Monday.
Residence New Phone 4103.

Indianapolis, Ind., October 13, 1903.

Teachers:

Read first and second circular letters. How about the appearance of your pupils at this time?

Do you have devotional exercises every morning? Use the Bible. You will find that your day's work will be brighter and better by doing so.

Have you plenty of material for busy work?

I have found several teachers allowing pupils to keep their books open and recite from them during the recitation. If you will study the schedule of success items on your last county license, I think you will mark off ten for that one fault.

Talk county library to your pupils. Get a card for your own use.

Study course of study.

Begin to work for World's Fair exhibit.

Choose some particular subject on which your pupils can do good work, and keep the best of their daily work.

Quite a number of teachers have asked me what to do in a reading lesson.

My first assignment always has been to work out new and difficult words.

Next get the thought. Probably pupils can not do this in one day. If not, work on the thought until pupils have it. It is always well to have pupils work out pictures in poetry selections. Never allow pupils to read orally until you have worked out the thought of the selection. It is not absolutely necessary for pupils to read orally all of a selection. Read a paragraph or two orally and have that done well.

Teachers must make definite assignments. Ask questions and have them answered. Have pupils answer your questions in writing.

Some teachers say that they do not have time to make these assignments. If that is so, you teach many lessons for which you have made no preparation.

It is my judgment that it is more profitable for you to prepare your work and make definite assignments than it is to spend your full time on the recitation. For example, we will suppose that you have not prepared your reading lesson. You have fifteen minutes for that recitation. You have not seen the lesson at all. Take five minutes of the fifteen to prepare it; you will find that you will do more good in the ten minutes than you could have done in the fifteen. But a wiser plan would be to prepare your lessons at the proper time.

Some say, what shall we do if we do not complete the work outlined in the course of study? My answer is that you will get along more rapidly by preparing your work well than if you teach in the old way. Be concerned about how you teach instead of how much you teach.

I once had a parent ask me why his boy was not allowed to read. I had worked on Longfellow's "Rainy Day" one week, but was not ready for oral reading. The pupils had been reading every day, but he had the idea that he read only when he was allowed to stumble through the

verse mispronouncing half the words and not getting nor giving any of the thought.

Teach the following:

Eighth Year	Julius Caesar.
Seventh Year	Commit Excelsior.
Sixth Year	A Ruffian in Feathers.
Fifth Year	How Little Cedric Became a Knight.
Fourth Year	The Pine Tree Shillings.
Third Year	The Three Bugs.

Some teachers have asked what to do in second and third year arithmetic. Don't do much arithmetic work. The best educators of the country to-day advise that no arithmetic be taught until the fourth year.

In the second year, teach the pupil the relation between the symbol and the object. In doing this teach the relation of the object or objects to numbers as expressed by symbols. Use different objects in teaching numbers and the use of figures. Teach old-fashioned counting to one hundred. Teach the child to add simple problems. These directions are to be carried out during the entire year, and it is not expected that the teacher can do this work in less time. For third year work see *Course of Study*, page 61.

I have this suggestion for your institute work:

On institute days meet in sections for one hour.

Primary teachers meet to talk over the work for the primary grades. Principals and high school teachers meet and talk over your work. Teachers of one-room buildings meet with primary section. Take one hour for this discussion. Appoint your chairman and make a regular organization. I feel that you ought to do this every month and I am quite sure you will be greatly benefited by it. In the words of William Hawley Smith, "put the grease right where the squeak is."

Yours respectfully,

HOMER L. COOK.

I wish to recommend "The Story of Our English Grandfathers" as supplementary work for "The Ten Boys" and the "U. S. History." You can examine it at the office. I would be pleased to have the teachers examine it.

VISITATION REPORT.

This blank is prepared for the teacher's use who visits some school. Please fill these blanks carefully and honestly, and send the same to me. Take notes with pencil while visiting and make report later on this blank with pen. These reports will be examined by the county superintendent.

HOMER L. COOK, Superintendent of County Schools.

1. Condition of yard, including walks, fences, pump, grass, out-buildings, trees and plants.....
2. Condition of schoolhouse, appearance from outside, decorations, windows, blinds, blackboard, heating and ventilation.....

3. Is the school provided with a clock, toilet articles, dictionary, cyclopaedia, reading circle books of this year; any library whatever? Is the teacher making an effort through the trustee or otherwise to get these things?.....
4. Appearance of teacher and pupils.
5. Preparation of teacher for the day's work.....
6. Preparation of pupil.....
7. Recitation.—Discuss the teacher's method, mentioning his strong and weak points as you see them. Discuss the results of the recitation
8. Discuss some particular lesson given. In this discussion give the subject-matter treated and the purposes accomplished. Point out definitely some of the strongest points in the recitation and also mention definitely some points that are not so good.....

DISCIPLINE.

.....

GENERAL REMARKS.

Write a summary including any special points not mentioned above of not fewer than six lines.

.....

e. REPORTS.

The township trustees of the townships and the school boards of the towns and cities report annually to the county superintendents the school enumeration, which includes all persons between the ages of six and twenty-one years. They also make reports showing the financial condition of the schools and statistics regarding the teachers, libraries, value of school property, etc. From these reports the county superintendent makes a summarized report annually to the state superintendent of public instruction.

f. TOWNSHIP INSTITUTES.

Each township in every county holds a monthly meeting of its teachers—this meeting is known as the township institute. School-room problems and the teachers' reading circle work are discussed. Whenever possible the county superintendent attends these meetings, of which he is chairman *ex officio*. More than seven thousand of these meetings are held every year in the state, and it would be impossible to estimate the good results that come from them.

Here the teachers discuss their problems freely and thoroughly and through these frank expressions all are benefited.

g. COUNTY INSTITUTE.

The teachers of every county are called together annually by the county superintendents for a week's session known as the county teachers' institute. The work in these meetings is inspirational, professional, and academic and serves as a stimulus to higher life and better teaching. The best educators obtainable are employed as instructors. In former years the work of institutes was purely academic and served as a preparation for the examination which usually was held at the close of the institute. In a few counties the departmental plan has been successfully tried. Just at present a movement is on foot to improve the institute and the educators of the state are studying the problem.

h. GENERAL DUTIES.

The county superintendent decides all questions regarding the transfer of school children from one corporation to another. He decides whether or not school districts when once closed shall be re-opened. His decision in these matters is final, but on other questions an appeal from his decision may be made to the state superintendent of public instruction.

The official dockets, records, and books of account of the clerks of the courts, county auditor, county commissioners, justices of the peace, prosecuting attorneys, mayors of cities, and township and school trustees, shall be open at all times to the inspection of the county superintendent, and whenever he finds any irregularity, or any misapplication of school funds it is his duty to institute suit in the name of the state properly to adjust such matters.

B. THE COUNTY BOARD OF EDUCATION.

1. HISTORY.

When the county examiners met in convention at Indianapolis in 1866 at the call of State Superintendent Hoss there was a resolution adopted calling for the creation by law of a county

board of education. This is the first expression of the need which was felt for some unity in the county organization. There was neither unity nor uniformity and it was felt that forces that were working at random ought to be working in harmony. Nothing came of this resolution directly, but in 1873 when the county superintendency was created, the law also authorized a county board of education. It is an *ex officio* organization and is composed of the township trustees, and the chairman of the school trustees of each town and city of the county, and the county superintendent.

2. DUTIES.

While the duties of this board are in the main general, the work it does is of larger importance than it seems to be. It really is responsible for the school spirit in the county, for the appearance of school property, and for the advancement made in education. When organized the law said that this board should meet semi-annually on the first days of May and September to consider the general wants and needs of the schools and school property of which they have charge, and all matters relating to the purchase of school furniture, books, maps, charts. The school-book law relieved it of its duty to adopt the text-books in the grades. It formerly also regulated the course of study which is now made by the state department and adopted and carried out by this board. It may adopt rules and regulations for the government of the district schools. Another of its duties is to appoint on the first Monday in May of each year one truant officer in the county.

III. TOWNSHIP SUPERVISION.

A. TOWNSHIP TRUSTEE.

1. HISTORY.

The township, which is the real unit of the educational system of Indiana, had its origin in an act of congress in May, 1785, and has figured as an important factor ever since. In 1816, the state legislature provided that "upon petition of twenty householders in any township, there might be ordered an election, at which three trustees should be chosen to manage the schools of the township." Until 1852 the affairs of the township were not very well defined. Indeed two political divisions, the congressional and civil township, were maintained. With the new constitution a change was made; the congressional township was abolished and the civil township became the school unit and took on larger importance and uniformity in the affairs of the state at the same time. The three trustees were maintained, however, making the school machinery very complex. The law of 1859 reduced the number of township trustees to one, making a great stride toward that simplicity that characterizes the school machinery today. Some of the claims made and allowed by educators for the township unit as it is in Indiana may be enumerated: (1) It reduces the school machinery to the minimum. (2) It makes one man responsible for the schools. (3) It makes uniform facilities in the township. (4) It stimulates a healthy educational tone in neighboring townships. (5) It makes adjustment of districts and transfers possible and easy. (6) It makes centralization of schools practical.

2. ADMINISTRATION.

a. ELECTION, TENURE, QUALIFICATION.

The township trustee is elected by the people for a term of four years and can not be re-elected to succeed himself. The only

qualification is that he shall be a citizen of the township. The office has come to be regarded of so much importance that the people generally choose good, honest, intelligent men as incumbents.

b. GENERAL EDUCATIONAL DUTIES.

The township trustee has charge of the educational affairs of his township. He locates conveniently a sufficient number of schools for the education of the children therein, and builds or otherwise provides suitable houses, furniture, apparatus and other articles and educational appliances necessary for the thorough organization and efficient management of the schools.

c. GRADED HIGH SCHOOLS.

When a township has twenty-five common school graduates a township graded high school may be established and maintained in the center of the township, to which all pupils who are sufficiently advanced must be admitted. The trustee may, with the assistance of a trustee of another township, establish and maintain a joint graded high school in lieu of a separate graded high school. The trustees of the two townships have joint control over such schools. If the township does not maintain a high school the common school graduates are entitled to transfers at public expense to a high school in another corporation.

d. CENTRALIZATION OF RURAL SCHOOLS.

Under the law, above mentioned, the township trustees have been doing much toward centralizing their schools; large buildings are erected near the center of the township, to which pupils living at a distance are transported in wagons at public expense. This move is growing more popular every year as its advantages become known. The advantages of centralizing schools may be enumerated as follows: (1) When teachers have but one or two grades, pupils are better classified and the work is better organized. (2) Pupils are given the advantages of high school facilities which they otherwise could not have. (3) It is an established fact that a graded school can be conducted with less expenditure than a number of separate schools. In making this assertion the expense of transportation is considered. (4) It is less expensive to the

parent to have children transported—the saving is in the care of the books and clothing, and especially that of boots and shoes. (5) The children are carefully guarded on the road to and from school. (6) The ideal place for a boy is a home on the farm with high school privileges at hand.

e. REPORT TO ADVISORY BOARD.

The township trustee makes reports to the advisory board annually, on the first Tuesday of September, for the school year ending the thirty-first day of July, and as much oftener as the board may require a report thereof, in writing. These reports must clearly state the following items: (1) The amount of special school revenue and of school revenue for tuition on hand at the commencement of the year then ending. (2) The amount of each kind of revenue received within the year, giving the amount of tuition revenue received at each semiannual apportionment thereof. (3) The amount of each kind of revenue paid out and expended within the year. (4) The amount of each kind of revenue on hand at the date of said report, to be carried to the new account.

f. REPORT TO COUNTY SUPERINTENDENT.

On the first Monday in August the trustee makes an annual report to the county superintendent, giving statistical information obtained from teachers of the schools of his township and embodies in tabulated form the following additional items: The number of districts; schools taught and their grades; teachers, males and females; average compensation of each grade; and a detailed report concerning the financial condition of the township funds and revenues for schools.

g. REPORT OF ENUMERATION TO COUNTY SUPERINTENDENT.

The trustees of the several townships, towns and cities shall take or cause to be taken, between the tenth day of April and the thirtieth day of the same month, each year, an enumeration of all unmarried persons between the ages of six and twenty-one years, resident within the respective townships, towns and cities. The enumeration must be summarized, sworn to and then submitted to the county superintendent.

h. TRANSFER OF PUPILS.

If any child resident in one school corporation of the state may be better accommodated in the schools of another school corporation the parent, guardian or custodian of such child may at any time ask of the school trustee in whose township the child resides, an order of transfer, which, if granted, shall entitle such child to attend the schools of the corporation to which such transfer is made.

i. POOR CHILDREN PROVIDED FOR.

It is the duty of each township trustee and each city school board to furnish the necessary school books, so far as they have been or may be adopted by the state, to all such poor and indigent children as may desire to attend the common schools.

j. PARENTAL HOMES.

School trustees of townships, towns and cities are authorized to establish parental homes, within or without the corporate limits of their corporations, a separate school for incorrigible and truant children. Any child or children who shall be truant or incorrigible may be compelled to attend such separate school for an indeterminate time.

k. SCHOOL DIRECTORS.

The law provides that the voters of a district may meet on the first Saturday in October and elect one of their number as director of the school; but the people very seldom if ever do this, for the reason that there is no remuneration for this office. In case the voters do not elect a director, the trustee is empowered to appoint one, and almost all the directors are appointed, although they exercise so little power that they are now hardly thought of as officers. The school director may call a meeting of the voters of his district at any time. The director presides at these school meetings and makes a record of the same. He shall, under the directions of the township trustee, have general charge of the school property in his district; and he may also visit and inspect the school from time to time, and when necessary may exclude any refractory pupil therefrom.

I. ANNUAL EXPENDITURES.

The trustee shall, at least thirty (30) days, and not more than forty (40) days, before the annual meeting of the advisory board, in each year, post at or near the door of all postoffices in the township, a statement of the several estimates and amounts of the proposed annual expenditures, and the rates of taxation proposed for levy against the property within such township, for the several funds to be expended for his township during the calendar year, and also copies of such notice shall be published one time in the issue printed in the first week of August of each year in the two leading newspapers published in the county, representing the two political parties casting the highest number of votes in such county at the last preceding general election, and one publication in a newspaper in the township interested, if there be a paper published therein. The cost of such publication shall not exceed two dollars in any one year to any one paper, and the cost of necessary copies for posting and delivery to the board shall not exceed one dollar and fifty cents in any one year. And he shall furnish within like periods to each of the members of the advisory board a statement of such estimates and amounts. Such statement shall contain a notice of the place of meeting of the advisory board, and shall be substantially in the following form:

EXPENDITURES AND TAX LEVIES FOR THE YEAR.

The trustee of — township, — county, proposes for the yearly expenditures and tax levies by the advisory board at its annual meeting, to be held at the school house of school district No.—, the following estimates and amounts for said year:

1. Township expenditures, \$—, and township tax, — cents on the hundred dollars.
2. Local tuition expenditures, \$—, and tax, — cents on the hundred dollars.
3. Special school tax expenditures, \$—, and tax, — cents on the hundred dollars.
4. Road tax expenditures, \$—, and tax, — cents on the hundred dollars.
5. Additional road tax expenditures, \$—, and tax, — cents on the hundred dollars.

6. Library expenditures, \$——, and tax, — cents on the hundred dollars.
 7. Poor expenditures for preceding year, \$——, and tax, — cents on the hundred dollars.
 8. Other items, if any, expenditures, \$——, and tax, — cents on the hundred dollars.
- Total expenditures, \$——, and total tax, — cents on the hundred dollars.
- (Dated)——— (Signed)———, Trustee.

The trustee shall procure and lay before the advisory board at the annual meeting thereof, the assessed valuation of the taxable property of the township for such year, and also the number of taxable polls in such township.

B. ADVISORY BOARD.

The latest addition to the school machinery of Indiana is a township advisory board consisting of three resident freeholders and qualified voters of the township, elected by the people for a term of two years. This came in answer to the demand for some kind of a check upon the township expenditures.

1. DUTIES.

The advisory board meets annually on the first Tuesday of September to consider the various estimates of township expenditures as furnished by the township trustee for the ensuing year, which it may accept or reject in part or in whole. In addition to this power to determine the amounts for which taxes shall be levied the advisory board determines and fixes the rates of taxation for the township. The meetings are open to the public and at any session of such board, any taxpayer of the township may appear and be heard as to the advisability of any estimate or estimates of expenditures, or any proposed levy of taxes, or the approval of the township trustee's report or any other matter being considered by the board.

The members of the advisory board are usually among the most reliable citizens of the township. The remuneration is only five dollars a year, so that the service is an indication of the public spirit of the citizen chosen.

IV. CITY AND TOWN SUPERVISION.

A. THE SUPERINTENDENT.

1. HISTORY.

Provision for separate school systems in incorporated towns and cities was not made till 1873, when school trustees of towns and cities were given power to employ a superintendent for their schools, and to prescribe his duties, and to direct in the discharge of the same. Previous to this there had simply been no city or town schools as a rule. The city superintendent has come to be regarded as one of the most important school officials in the state, and though his duties are not specified by law, his duty and power are recognized in the community.

2. ADMINISTRATION.

a. TENURE AND QUALIFICATIONS.

There is no legalized term of office, but the custom is to elect annually and to retain during good behavior. There is a growing tendency to elect for two, three or four years. There is neither educational nor professional qualification required, but the superintendent as a general thing is a man of ability and character and is an honor to the community. The strength of the city schools has come through the care with which superintendents are selected, the long tenure, and the freedom of management conferred.

b. DUTIES.

The wide-awake city superintendent is a very busy man. He has in hand in minute detail the side of equipment. He knows the condition of the buildings and suggests improvements and repairs. He makes estimates of the budget needed each year for all expenditures. In addition to his responsibility for the material

equipment, he answers for the progress of the schools in the community. He chooses the teachers and assigns them. He makes the course of study and directs the teachers in making it effective. He carries out a plan of systematic supervision based upon his expert pedagogical knowledge. These things he does directly and through assistant supervisors.

The scholarly, cultured superintendent has great opportunity in his community to direct public opinion in right channels upon educational topics.

B. CITY AND TOWN SCHOOL BOARDS.

1. HISTORY.

Under the law of 1875 the common council of each city and the board of trustees of each incorporated town of the state were authorized to elect three school trustees to constitute a school board. All cities and towns in the state with the exception of Indianapolis and Evansville choose their school boards under this law. Indianapolis and Evansville schools are operated under special charters secured from the legislature.

2. ADMINISTRATION.

a. TENURE AND QUALIFICATIONS.

Members of school boards are elected for a term of three years and only one new member is elected each year. No qualifications are specified by law but the people usually select men of intelligence and culture for members of these boards.

b. GENERAL DUTIES.

The school boards have charge of the schools in their respective corporations. They employ the superintendent, who is directed by them to nominate teachers, whom they employ and pay. The school boards, of course, have under their charge the building and protection of the school buildings. They have authority to buy and sell school property, erect buildings, establish libraries, and to do anything that will promote the best interests of the schools so long as the school funds of the town or city permit.

c. REPORTS.

The school trustees of the incorporated towns and cities receive a special school revenue and a tuition revenue belonging to their corporations. They are required to keep accurate accounts of the receipts and expenditures of such revenues, which they render to the county commissioners annually on the first Monday in August for the school year, which, in Indiana, ends on the 31st day of July. This report includes the following things: First, the amount of special revenue and tuition revenue on hand at the commencement of the year then ending; second, the amount of each kind of revenue received during the year, giving the amount of tuition revenue received at each semi-annual apportionment thereof; third, the amount of each kind of revenue paid out and expended within the year; fourth, the amount of each kind of revenue on hand at the date of said report to be carried to the new account.

d. KINDERGARTENS.

By an act passed in 1889 school boards were empowered to establish in connection with the common schools of incorporated towns and cities kindergartens for children between ages of four and six, to be paid for in the same manner as other grades and departments, provided the expenses are met through local taxation. As a result most of the cities in the state and quite a number of the towns have successful kindergartens in operation. The work done covers the complete range of kindergartens. In addition to these there are many private kindergartens.

e. MANUAL TRAINING.

Under an act of 1891, all cities of a given population were empowered to establish in connection with and as a part of the system of the common schools, a system of industrial or manual training and education, wherein shall be taught the practical use of tools and mechanical implements, the elementary principles of mechanical construction and mechanical drawing. Indianapolis, until quite recently the only city that met the conditions, has a splendid manual training high school. Splendid manual training schools are now established in Ft. Wayne, Evansville, Richmond,

Terre Haute and other cities. Some work in manual training is done in a number of schools in smaller cities over the state and the idea is growing.

1. NIGHT SCHOOLS.

By act of 1889 all cities with a population of three thousand or more were authorized to maintain night schools whenever twenty or more inhabitants having children between the ages of fourteen and twenty-one years of age, or persons over twenty-one years of age, who, by reason of their circumstances are compelled to be employed during the day for family support, shall petition school trustees so to do. It was provided that all persons between the ages of fourteen and thirty who are actually engaged in business or at labor during the day shall be permitted to attend such schools. This furnishes an excellent opportunity for certain classes to obtain an education which would otherwise be denied them, but no large demand has yet been made for such schools. See table, which includes night schools, for statistics.

C. STATISTICS FROM CITIES OF 10,000 AND OVER, SHOWING

1. MANUAL TRAINING,
2. KINDERGARTEN SCHOOLS,
3. NIGHT SCHOOLS, AND
4. DEPARTMENTAL WORK.

	Number High School Teachers.	Number Grade Teachers.	Number Pupils Enrolled.	Number Pupils Enrolled.	Number Manual Training Schools.	Number High School Pupils doing Manual Training Work.	Number Night Schools Conducted.	Number Pupils Enrolled in Night Schools.	Number Kindergarten Pupils.	Number Pupils Attending Kindergarten Schools.	What Grades are Doing Manual Training.	Is Departmental Work Done in (Grades—What Grades)?	Do You Favor Night Schools?
Anderson	16	75	6,639	4,067	.....	.....	.....	.....	2	120	.....	8	Had no experience. Where needed.
Elkhart	10	59	3,891	2,762	.....	.....	.....	500	6	450	9 to 12	7, 8	Yes.
Evansville	8	52	4,122	2,750	.....	135	2	.....	.....	.....	.....	6 to 8	Yes.
Fort Wayne	27	216	16,500	9,000	.....	.....	.....	.....	4	248	1 to 8	7, 8	Not successful with us.
Hammond	15	153	13,888	5,940	.....	.....	.....	.....	6	458	1 to 8	6 to 8	Yes.
Indianapolis	7	149	4,523	2,085	.....	.....	8	408	.....	.....	.....	.....	Not here.
Indianapolis	90	609	42,606	26,551	.....	.....	.....	.....	.....	.....	.....	.....	When needed.
Jeffersonville	7	39	3,593	1,970	.....	.....	.....	.....	2	60	1 to 3	5 to 8	Yes.
Kokomo	11	73	5,000	2,507	.....	.....	.....	.....	.....	.....	.....	.....	No.
Lafayette	10	59	4,853	2,785	.....	.....	.....	.....	6	300	1 to 8	5 to 8	Yes.
Logansport	10	59	6,645	4,300	.....	.....	.....	.....	.....	.....	.....	.....	No.
Marion	11	52	5,574	2,425	.....	10	.....	.....	.....	.....	.....	.....	Yes.
Michigan City	11	52	5,826	3,364	.....	.....	.....	.....	.....	.....	.....	.....	In some places.
Muncie	13	92	6,390	3,450	.....	.....	.....	.....	.....	.....	.....	.....	No.
New Albany	8	67	6,300	3,450	.....	.....	.....	.....	.....	.....	.....	.....	Yes.
Richmond	13	70	4,793	2,555	.....	.....	.....	.....	.....	.....	.....	.....	Yes.
South Bend	14	117	11,806	5,237	.....	.....	1	110	8	367	1 to 8	7, 8	Yes, where needed.
Terre Haute	25	174	11,522	7,018	.....	50	2	110	22	499	1 to 8	5 to 8	Yes.
Vincennes	9	34	3,676	2,086	.....	.....	.....	.....	1	64	.....	8	Yes.

* Being erected.

† Exclusive of 12 Kindergarten teachers.

‡ Manual Training High School.

§ Private Kindergartens.

! All grades below High School.

† Not including Kindergartens and Parochials.

** None at present.

V. EDUCATION OF COLORED CHILDREN.

As early as 1866, while the amendments to the constitution were still under discussion, the education of the colored children of Indiana was the subject of a recommendation made to the legislature by State Superintendent Hoss. He suggested (1) that the school trustees open separate schools for colored children when a given number of such children of school age reside within attending distance. He thought the number could not safely be less than fifteen. He suggested (2) that in case, in any neighborhood, the number of children be less than fifteen, the distributive share of revenue due each colored child shall be set apart for the education of such child in such manner as the proper school trustee shall provide. (3) He suggested that it be made specially obligatory upon the trustee to make some provision for the education of the children to the extent of the money set apart for the same. This same year the examiners in convention at Indianapolis passed a resolution extending the benefits of the school system to the colored children of the state. Two years later State Superintendent Hobbs made a stronger case calling for some legislation and finally, in 1869, an act was passed rendering taxation for common school purposes uniform, and providing for the education of the colored children of the state. At various times since the law has been modified and interpreted, so that colored children to-day have practically the same privileges as white children. In many communities separate schools are maintained even through the high school. Where such schools are separate it is insisted that just as good facilities and teachers shall be provided as are to be found in other schools. In many of the high schools of the cities and larger towns colored children attend the same high schools as the white children, and the doors of the three state institutions are open to them. At present there are enumerated in Indiana 15,443 colored children between the ages of six and twenty-one years, and of this number 9,163 are attending the public schools.

VI. THE TEACHER.

There are at present in Indiana over sixteen thousand teachers employed in the public schools. This army of men and women represents the best blood and culture of the state. Really with no professional requirement specified by law the dignity of the vocation is recognized everywhere, and it is felt that there is a profession of teaching. State, county and city supervision has constantly advanced the standard of excellence required, and an educated public sentiment demands the best service possible. Even with the life of the average teacher in the districts only about four years, progress is apparent in all phases of school work.

1. TENURE.

Teachers are elected annually, but as a matter of fact the tenure in the state is during good behavior, that is, the position is secure as long as good work is done. Rarely does a good teacher lose a place in Indiana.

2. CONTRACTS.

The law provides that all contracts made by and between teachers and school corporations of the state of Indiana shall be in writing, signed by the parties to be charged thereby, and no action can be brought upon any contract not made in conformity to the provisions of this law. The law also provides for uniformity in contracts in the state by using the following contract:

TEACHER'S CONTRACT.

For Incorporated Towns and Cities.

THIS AGREEMENT, Made and entered into between the township, town or city **SCHOOL CORPORATION** of
in County and State of
Indiana, by
.....the Board of
School Trustees of said Corporation, of the first part, and.....
.....a legally qualified teacher of
said County, of the second part.

Witnesseth, That said
 hereby agrees to teach, in the Public Schools of said Corporation, ...
 grade, or such grade in the school department as the
 School Board or Superintendent may direct, in
 School building, during the school year, beginning the day of
 A. D. 190., for the salary of
 Dollars
 per (month, year.) to be paid.

(State when all or parts of salary will be paid.)

Said
 further agrees, faithfully, zealously and impartially, to perform all the
 duties as such teacher, using only such text-books as are prescribed by
 said Board, or Superintendent, of said schools; that ..he will accurately
 keep and use all registers and blanks placed in hands by said
 Board, or the Superintendent of said schools; that ..he will make a com-
 plete and accurate report at the close of the school term, the blank for
 which is provided on the back of this sheet; that ..he will make all other
 reports required by said Board, Superintendent or School Law; that ..he
 will exercise due diligence in the preservation of the school buildings.
 grounds, furniture, books, maps and other school property committed to
 care, and turn same over to said Board at the close of said school.
 in as good condition as when received—damage and wear by use excepted;
 and that ..he will conform to the rules and regulations of said Board,
 and Superintendent, and faithfully and impartially enforce them among
 the pupils.

Said School Corporation, by said School Board, agrees to keep the
 school buildings in good repair and furnish the necessary fuel, furniture,
 books, maps, blanks and such other appliances as may be necessary for
 the successful teaching of the branches in said schools.

And said School Corporation, by said School Board, further agrees to
 pay said
 for services as teacher of said school, said salary of
 Dollars per (month, year.)
 as above agreed upon.

Provided, That in case said teacher shall be discharged from said
 school by said Board for incompetency, cruelty, gross immorality, neglect
 of business, or a violation of any of the stipulations of this Contract, or
 in case license should be annulled by the County Superintendent,
 or by the State Superintendent, ..he shall not be entitled to any compen-
 sation after notice of dismissal or annulment of license.

Provided further. That the teacher shall have a duplicate copy of this Contract.

In Witness Whereof. We have hereunto subscribed our names
this..... day of..... A. D. 190...

..... President.

..... Secretary.

..... Treasurer.

Board of School Trustees.

.....*Teacher.*

NOTES—

(1) Full authority is given School Boards to substitute the words "principal," "supervisor" or "superintendent" wherever the word "teacher" appears in the Contract, when the Contract should be so drawn.

(2) This Contract is the official form as made under the provisions of H. B. No. 129, of the Acts of 1899.

3. REPORTS.

To enable the trustees to make reports which are required of them, the teacher of each school, whether in township, town or city, shall, at the expiration of the term of the school for which such teacher shall have been employed, furnish a complete report to the proper trustee, verified by affidavit, showing the length of the school term, in days; the number of teachers employed, male and female, and their daily compensation; the number of pupils admitted during the term, distinguishing between males and females, and between the ages of six and twenty-one years; the average attendance; books used and branches taught, and the number of pupils engaged in the study of each branch. Until such report shall have been so filed, such trustee shall not pay more than seventy-five per centum of the wages of such teacher, for his or her services. Following is a form of this report:

TEACHER'S OR PRINCIPAL'S REPORT TO TOWNSHIP TRUSTEE.

Note.—This report must be made by each teacher having charge of the attendance of pupils. A high school teacher who works under the direction of a principal will not need to make the report in case the principal reports for the entire high school. In graded grammar schools each teacher should report for the pupils directly under his charge. The principal of a graded grammar school should report only for the pupils directly under his charge.

Report of.....
(teacher, principal) of.....District, ...
Township, ...County, Indiana,
to the Township Trustee, for the school term beginning.....
.....and closing

For all Teachers Who Have Charge of Attendance of Pupils.

- | | | | | | |
|-----|--|---|---|---|---|
| 1. | Number of days school was in session, | - | - | - | - |
| 2. | Number of pupils enrolled during year, | - | - | - | - |
| | Male,.....; female,.....; total,..... | | | | |
| 3. | Number of pupils withdrawn during year, | - | - | - | - |
| | Male,.....; female,.....; total,..... | | | | |
| 4. | Number of pupils suspended during year, | - | - | - | - |
| | Male,.....; female,.....; total,..... | | | | |
| 5. | Number of pupils expelled during year, | - | - | - | - |
| | Male,.....; female,.....; total,..... | | | | |
| 6. | Number of pupils re-entered during year, | - | - | - | - |
| | Male, ...; female,.....; total,..... | | | | |
| 7. | Number of pupils remaining in school close of year. | - | - | - | - |
| | Male,.....; female,.....; total,..... | | | | |
| 8. | Number of pupils neither tardy nor absent during year, | - | - | - | - |
| | Male,.... ; female,.... ; total,..... | | | | |
| 9. | Number of cases of tardiness during year, | - | - | - | - |
| | Male, ...; female,.....; total,..... | | | | |
| 10. | Number of pupils tardy during year, | - | - | - | - |
| | Male,..... ; female,.....; total,..... | | | | |
| 11. | Total days of attendance by all pupils for year, | - | - | - | - |
| 12. | * " " " absence, " " " " " " | - | - | - | - |
| 13. | Total cases of tardiness, .. Time lost by tardiness, | - | - | - | - |
| 14. | †Average daily attendance for year, | - | - | - | - |
| 15. | Per cent. of attendance— $11 \div (11 + 12)$, | - | - | - | - |
| 16. | Number of pupils promoted to | | | | |
| | (a) Second year, | - | - | - | - |
| | (b) Third “ | - | - | - | - |
| | (c) Fourth “ | - | - | - | - |
| | (d) Fifth “ | - | - | - | - |
| | (e) Sixth “ | - | - | - | - |
| | (f) Seventh “ | - | - | - | - |
| | (g) Eighth “ | - | - | - | - |
| | (h) High School, | - | - | - | - |
| 17. | Number of graduates from the common branches and receiving diplomas, - Male, ...; female, ...; total,..... | | | | |
| 18. | Number of graduates from non-commissioned township high schools, - Male, ...; female, ...; total,..... | | | | |
| 19. | Number of graduates from commissioned township high schools, - Male, ...; female, ...; total,..... | | | | |
| 20. | How many books in school library (not including reading circle books) at beginning of year? | - | - | - | - |
| 21. | How many books were added to the library (not including reading circle books) during year? | - | - | - | - |

NOTES:—

* (1.) After three days of absence the pupil should be withdrawn, and his absence counted no more for that period of absence. After being withdrawn, he is not a pupil of the school, and can not be again until he is re-entered, as in item 6.

†(2) To find average daily attendance divide the whole number of days of attendance made by all the pupils by the number of days of school taught.

22. Total now in school library (not including reading circle books), - - - - -
23. How many reading circle books were added during year?
24. How many pupils read one or more school library or reading circle books during year? - - - - -
25. Do patrons read school library books? - - - - -
26. Number of visits to school.
Parents, ...; officials, ...; others, ... total, ...
27. Number of teachers employed (if school be high school).
Male.....; female.....; total.....
28. Number of days teacher attended township institute, -
29. Books and apparatus left in school room at end of term, -

I, ... do solemnly swear that the above report is true to the best of my knowledge and belief.

..... Teacher.
..... Principal.

4. WAGES.

The wage question has received a good deal of intelligent consideration in late years and as a result Indiana has the following law regulating the wages of teachers: "The daily wages of teachers for teaching in the public schools of the state shall not be less in the case of beginning teachers than an amount determined by multiplying two and one-fourth ($2\frac{1}{4}$) cents by the scholarship given said teacher on his highest grade of license at the time of contracting; and after the first school term of any teacher, said teacher's daily wages shall not be less than an amount determined by multiplying two and one-half ($2\frac{1}{2}$) cents by the general average of scholarship and success given the teacher on his highest grade of license at the time of contracting; and after three years of teaching said wages shall not be less than an amount determined by multiplying two and three-fourths ($2\frac{3}{4}$) cents by the general average of scholarship and success given the teacher on his highest grade of license at the time of contracting: *Provided*, That two (2) per cent. shall be added to a teacher's general average of scholarship and success for attending the county institute the full number of days and that said two (2) per cent. shall be added to the average scholarship of beginning teachers.

"All teachers now exempt, or hereafter exempt from examination, shall be paid as daily wages for teaching in the public schools

of the state not less than an amount determined by multiplying two and three-fourths ($2\frac{3}{4}$) cents by the general average of scholarship and success given said teachers: *Provided*, That the grade of scholarship counted in each case be that given at the teacher's last examination, and that the grade of success counted be that of the teacher's term last preceding the date of contracting.

"All school officers shall comply with the provisions of this act and shall pay the teachers employed by them no less than such an amount as shall be determined by sections 1 and 2 of this act. School officers who shall be adjudged guilty of violating any of the provisions of this act shall be fined in any amount not exceeding one hundred dollars (\$100) for such offense. The state superintendent of public instruction is hereby authorized to bring action against any school officer violating any of the provisions of this act."

Here are some statistics showing the wages paid to teachers in Indiana daily during the year 1903-4:

	<i>Males.</i>	<i>Females.</i>	<i>Total.</i>
In townships	\$13,562 61	\$11,242 27	\$24,804 88
In towns	1,732 54	2,234 60	3,967 14
In cities	2,936 85	9,474 42	12,411 27
Whole state.....	\$18,232 00	\$22,951 29	\$41,183 29

AVERAGE DAILY WAGES.

	<i>Males.</i>	<i>Females.</i>	<i>Total.</i>
Townships	\$2.435	\$2.275	\$2.36
Towns	3.214	2.397	2.696
Cities	4.497	2.779	3.055
Average for state.....	2.697	2.472	2.567

The above statistics do not include salaries for supervision, which are paid from the special school funds, \$250,000 being paid annually to county, city and town superintendents.

5. SCHOOL TERM.

The law provides that the minimum school term shall be six months. The average length of the term even for district schools is much more than six months. This, with the wage sentiment, has helped place teaching upon a higher plane, and has been an incentive to more thorough preparation on the part of the teacher.

6. QUALIFICATIONS.

Teachers must have good moral character and hold a valid license. If an applicant is objectionable a majority of the patrons through petition to the trustee may prevent his appointment. If a teacher proves unworthy through neglect, incompetency or bad conduct he may be removed by the county superintendent who has power to revoke his license.

7. THE COMMON SCHOOL TEACHER.

Common school teachers are those who teach in the districts and in the grades in cities and towns. They must pass examinations in orthography, reading, writing, arithmetic, geography, English grammar, physiology, scientific temperance, U. S. history, literature and science of education. The grading is governed by the following rules:

A general average of 85 per cent., not falling below 75 per cent. in any one of the 10 items, nor in success, entitles the applicant to a twelve months' license.

A general average of 90 per cent., not falling below 80 per cent. in any one of the 10 items, nor in success, entitles the applicant to a 24 months' license.

A general average of 95 per cent., not falling below 85 per cent. in any one of the 10 items, nor below 90 in 9, 10 and success, entitles the applicant to a 36 months' license.

The general average is the mean of the average scholarship and success (obtained by dividing their sum by two).

The above standard of license was adopted by the state convention of county superintendents, held at Indianapolis, June, 1898.

Here is the form of license used.



8. THE PRIMARY TEACHER.

The state board of education has provided an examination for primary teachers requiring less knowledge of the branches and more knowledge of the work to be done. The license based upon this examination is issued almost exclusively to women who do work in the first four grades.

9. THE HIGH SCHOOL TEACHER.

Still another grade of license is issued to high school teachers who teach subjects other than the common branches. The tendency is to limit the high school teacher to one or two subjects and to require special preparation in these. There are five different forms of the high school license: (1) The county high school license, issued by the county superintendent, valid in the county for one, two or three years, according to grade of scholarship. (2) The state high school license, issued by the state superintendent, and valid in any high school in the state for one, two or three years. (3) The sixty months' license, issued by the state superintendent. Before this can be secured the applicant must hold a three years' common school license, issued by the state superintendent. (4) The professional license is granted by the state board of education, and is valid for a period of eight years. (5) A life state license is issued by the state board of education, valid while good character is maintained. Since 1867 the state board has issued upon examinations 303 life state licenses and 283 professional licenses. Under the following provisions the state superintendent has countersigned sixty life state certificates from other states since the enactment in 1899:

The state superintendent of public instruction may countersign the life state certificates of teachers of other states, when the holders of such certificates shall have furnished satisfactory evidence of good moral character, and experience and success in teaching, as is required for life state certificates in this state; and when so countersigned such certificates shall be valid in any of the schools in this state: Provided, That the requirements for obtaining the life state certificates of other states shall be equivalent to the requirements for the same certificates in this state.

10. GENERAL DUTIES.

The teacher is required to enforce in good faith the rules and regulations of the county board of education; to exercise care over school property; to use kindly means of enforcing obedience. The district teacher is required to attend township institute one Saturday in each month, and the town and city teacher is required to attend such meetings as the superintendent shall call. The teacher is expected to make his schoolroom as cheerful and attractive as possible. He is required to do professional reading and to take at least one good school journal. He is expected to take part in the life of the community. He is required by law to make reports to superintendents, trustees and truant officers.

11. EXAMINATION QUESTIONS.

Following will be found sets of examination questions such as are used for different grades of license:

**a. QUESTIONS FOR COUNTY AND STATE COMMON SCHOOL
LICENSE AND FOR FIRST DIVISION OF SIXTY
MONTHS' STATE LICENSE.**

RULES FOR EXAMINATION.

1. These questions shall be used on the last Saturday of the month only.
2. During the examination, all books, maps, globes, or other aids, shall be removed from sight.
3. The writing of applicants should be done in every case with pen and ink, to prevent erasures and changes.
4. All conversation or communication should be absolutely forbidden during the examination.
5. At no time during the examination should any questions be shown, except such as have been or are then being used.
6. The printed lists should be divided, so that no opportunity or temptation may be given to applicants to refer to authorities at recess.
7. Applicants should not be permitted to ask questions. If they have any doubts as to the meaning of a question, let these be offered in writing, so that the superintendent may consider them when he examines the answers to the question.
8. If a correction is necessary, erasures should not be made, but a single mark

should be drawn over the error, that the superintendent may see the error as well as the correction. In arithmetic, the entire work should appear on the manuscript.

9. Each subject shall be graded on a scale of a hundred, each question being valued at an equal part of one hundred, except when marked otherwise.

10. These rules should be given the applicants before entering upon the examination.

~~As~~ The board suggests that, since many questions admit of a variety of answers, credit be given for the intelligence shown in the answers, rather than for their conformity to the views of the superintendent.

NOTE 1.—Neither the state board of education nor any member of the board prepares for publication in any periodical whatever, answers to the questions asked by this state board of education. The state board is not in any way responsible for any such publication.

NOTE 2.—For the information of applicants for teachers' license the following orders of the state board of October, 1885, are here printed in full (p. 52 record):

"Ordered, That the Reading Circle examinations in the science of teaching be accepted by county superintendents in place of the county examination on that subject, and that the average of their *four successive yearly examinations* in the science of teaching be accepted by the state board in the examination for state certificates."

"Ordered, That the Reading Circle examinations in the general culture book be accepted by county superintendents in place of the county examination in literature, and that the average of their *four successive yearly examinations* in the general culture books be accepted by the state

board in the examination for state certificates."—May 14, 1896.

WRITING AND SPELLING.

The penmanship shown in the manuscripts of the entire examination will be graded on a scale of 100, with reference to *legibility* (50), *regularity of form* (30), and *neatness* (20). The handwriting of each applicant will be considered in itself, rather than with reference to the standard models.

The orthography of the entire examination will be graded on a scale of 100, and 1 will be deducted for each word incorrectly written.

In each list answer any six, but no more.

(1) ARITHMETIC.

1. What must be taken from 446182987 in order that the remainder may be exactly divisible by 62593?
2. The product of three numbers is $8\frac{1}{2}$. If the first is $\frac{1}{4}$ and the second $3\frac{1}{2}$ what is the third?
3. By what decimal part of a pint does .008 of a quart exceed .0004 of a peck?
4. How many yds. of Brussels carpet must you buy to carpet a floor 21 ft. long by 13 ft. 9 in. wide, allowing 9 in. on each strip for waste in matching the figure?
5. A cylindrical cistern is 6 ft. in diameter and 8 ft. deep. How many gallons of water will it hold?
6. The valuation of property in a certain city is \$24,500,000.00. How much tax must be levied on each \$100.00 to pay the interest on bonds issued to the amount of \$125,000.00 and bearing 3½% interest?
7. If 18 be added to a certain number, $\frac{1}{2}$ of $\frac{1}{2}$ of the sum is 45. What is the number? Solve by algebra.
8. $\frac{x^2}{7} - \frac{x}{3} = \frac{20}{21}$ Find value of x .

(2) HISTORY.

1. Have the movements in our national history been toward a federal government or a national government?
2. Name five men who were prominent in the federalist party.
3. What led to the adoption of the 12th amendment?
4. What was the cause of the split in the democratic party in 1860?
5. Who were the republican candidates for the presidency before the Chicago convention in 1860?
6. What was the Kansas-Nebraska act?

7. What contention was the occasion for the Webster-Hayne debate?
8. Write a brief biography of James B. Eads.

(3) PHYSIOLOGY.

1. What do you understand to be the meaning of the term "school sanitation?"
2. Describe the red corpuscles of the blood and give their function.
3. Starting at the right auricle, follow a drop of blood in its circulation through the larger vessels and the heart until it returns to the right auricle.
4. Why does a physician feel a patient's pulse?
5. What digestive changes are effected by the gastric juice?
6. Explain the paths of sensory and motor impulses that figure directly in the reflex removal of the finger from the hot stove.
7. What is the real source of danger in remaining in a poorly ventilated room?
8. What physiological effects of alcohol are apparent enough to any observer to serve as effective warnings by a tactful teacher?

(4) READING.

The splendor falls on castle walls
And snowy summits old in story;
The long light shakes across the lakes,
And the wild cataract leaps in glory.
Blow, bugle, blow, set the wild echoes
flying.
Blow, bugle; answer, echoes, dying,
dying, dying.
1. Who is the author of the above? When and where did he live? Name eight poems by this author, underscoring those you have read.

2. Give the first assignment you would make upon this poem to eighth grade pupils.
3. Give the picture which the above stanza suggests to you?
4. What is meant in the second stanza by:
"O sweet and far from cliff and scar
The horns of Elfland faintly blowing!"?
5. What is meant in the third stanza by:
"Our echoes roll from soul to soul
And grow forever and forever."?
6. Suggest some example by which the thought in this poem might be brought home to the child.
7. Would you select stories written in dialect for the primary grades? Give reasons.
8. In the sentence, "Silverlocks lay down on the wee bear's bed and was soon fast asleep," how would you teach the words *Silverlocks* and *asleep*?
3. Give a sentence containing a verbal noun.
4. When should the study of technical grammar be introduced? Justify your answer.
5. Write the following four times, giving only a different position each time, and state exactly what each sentence means:
"Only he mourned for his brother."
6. Give the word or phrase that fits the following description:
 - (a) Personal pronoun, third, singular, masculine, objective.
 - (b) Personal pronoun, first, plural, objective.
 - (c) Verb *go*, subjunctive, present perfect, plural.
 - (d) Verb *use*, indicative, present perfect, progressive, singular.
 - (e) Verb *read*, indicative, present perfect, passive, singular.
7. Illustrate difference between attribute complement, and objective complement.
8. Mention some of the things to be noted in the study of prepositions.

(5) GEOGRAPHY.

1. What waters does the Erie canal connect? What cities are at its extremities? Of what commercial advantage is this canal?
2. Compare September and December in regard to time of sunrise and sunset; length of sun's rays. Where are the sun's rays vertical in each of these months?
3. What two countries in Europe have a government similar to our own? In which continent is there a total absence of a republican government?
4. Locate Rio Janeiro, Hong Kong, the Indus river, Strait of Gibraltar.
5. Give four important uses of mountains.
6. What are geysers? Llanos? Steppes? Where may each of these be found?
7. The following have in recent years been discussed with much interest in the newspapers: Cuba, Hawaiian Islands, Philippines, Marélique. Where are these places?
8. Modern magazines and newspapers usually contain maps showing the location of regions about which there is considerable interest. What does this suggest in regard to methods in geography teaching?

(6) ENGLISH GRAMMAR.

1. Take as a subject "oranges" for description, and outline your method of procedure with a class in lower grammar grade.
2. Give principal parts of went, lie (to recline), sit, send, bring.

(7) SCIENCE OF EDUCATION.

1. Discuss the purpose and use of the art of questioning.
2. What application will you make of competition?
3. Discuss the relative value of gymnastics and sports in education. What can you do to promote the proper use of sports?
4. Discuss the treatment of children with defective hearing.
5. How may spelling be taught in connection with other subjects? Should there be special spelling lessons?
6. What must be the character of school discipline to prepare pupils for American citizenship?
7. In what way can you make the work in nature study practical?
8. What kind of acquaintance with her pupils should a teacher cultivate to make it of service in school work?

SYSTEMATIC METHODOLOGY.

1. Which should be first cultivated, receptive or creative imagination? What reasons are given?
2. Define notion or concept.
3. The author gives what directions for the training of a self-willed child? What do you think of his suggestions?

4. What four stages are considered necessary in all right method of acquiring knowledge?
5. "A question is the teacher's instrument for making a child think." To what extent is the above quotation true?
6. In teaching primary reading, is the unit of thought the sound, the word or the sentence? Give reason for your answer.
7. What is the distinction between the "objective" and the "subjective" process of training sense perception.
8. When may one safely venture upon literary criticism.

(8) LITERATURE.

1. Name five works that you think suitable for eighth year work in literature. Give reasons for your selection.
2. What characteristics make Robinson Crusoe the delightful book that it is?
3. Why is a good knowledge of the myths of Greece and Rome a necessity to the reader of English literature?
4. What did Chaucer's writings do for the English language?
5. Name the leading characters in Shakespeare's Julius Cæsar. Which in your estimation is noblest and why?
6. "O, for such my friend,
We hold them slight; they mind us of
the time,
When we made bricks in Egypt."
To what does the author allude in the last line?
7. What is an Epic? Name the three great Epics of the world.
8. Name five Americans who have distinguished themselves as writers of history and give the title of at least one work of each.

DICKENS.

1. Why did "Joe" show such astonishment when "Guster" patted him on the shoulder?
2. What was Dickens' representations as to the relative advantages of city and country?
3. Why not attempt to make pupils moral by "precept"?
4. Why does Dickens paint his best characters as lovers of nature?
5. What valuable hints as to teaching can we get from his "American Notes"?
6. What does he teach as to the education of the poor and outcast?

7. Which is the most suggestive of his books as to methods of education?
8. What was the purpose of his story of "Caleb Plummer and his blind child"?

(9) MUSIC.

1. Draw a staff and place on it the G clef. The F clef.
2. Of what use is the staff and clef?
3. Place on the staff in whole notes, key of A flat, one, three, five, sharp-four, five.
4. What effect has a dot upon the value of the note which precedes it?
5. Name three points to be emphasized in preparing pupils to sing a new song or exercise.
6. Describe the position you would require your pupils to assume in singing.
7. Name a prominent orchestral conductor.
8. Name three operas and their composers.

(10) IMPORTANT—GENERAL QUESTIONS.

Note—These questions must be answered in full by all applicants or the manuscript will receive no attention.

1. Give your name or number. Give post-office. Give age if under 21.
2. What other than the common schools has been your educational training?
3. What professional training have you received? When did you last attend school.
4. What works on Psychology or Pedagogy have you studied?
5. Have you taught school? How long? What grades?
6. In what county did you teach last year? What was your grade in success?
7. What grades of license have you held? In what counties? When?
8. Did you attend County Institute last year? Where? How many days?
9. Name the educational papers or periodicals that you take.
10. Do you read other educational papers? Name them.
11. Name the books of the Teacher's Reading Circle that you have read.
12. Have you given or received aid in any way during this examination. If so, explain fully.
13. How many Township Institutes did you attend last year? Did you take an active part in all?

(b) QUESTIONS FOR PRIMARY LICENSE.

LITERATURE.

(Answer six, but no more.)

1. How did the Norman Conquest affect the language and literature of England?
2. Give a concise account of some character in one of Shakespeare's tragedies.
3. Name the greatest poet and the greatest prose writer of the age of Queen Anne, and the best known work of each.
4. Name three English and two American essayists of the nineteenth century with one important work of each.
5. Mention five great English poets of the early part of the nineteenth century and an important work of each.
6. Briefly characterize Longfellow as a man and a poet. Name three long and three short poems which in your opinion will be most enduring.
7. Name the author of *Silas Marner*, *The Princess*, *Biglow Papers*, *Little Women*, *The Newcomes*, *Rise of the Dutch Republic*, *Coriolanus*, *The Faerie Queene*.
8. Name a great epic and a great elegy written by the same poet.

LANGUAGE.

(Any six, but no more.)

1. What do you think is the comparative value of oral and written language work in primary schools? Give reasons for your decision.
2. Many children who hear correct English at home and in school speak as incorrectly as children who have not had these advantages. Account for this.
3. Is it worth while for children to put a list of disconnected words into sentences? Why?
4. Write ten rules for the use of capital letters.
5. Write a brief plan showing how you would develop the idea of the command (imperative sentence).
6. What kinds of exercises do you find most interesting to primary children? Account for the greater interest shown in these.
7. What should be the characteristics of the teacher's spoken language?

8. What are the sources of the vocabulary of the pupil?

ARITHMETIC.

(Any six, but no more.)

1. Outline a course in number work, suitable for the first four years.
2. What is the object in having pupils picture problems? In this work what principle should be rigidly enforced?
3. Illustrate your method of teaching a pupil to "carry the tens."
4. What will be the lowest cost of carpeting a room 20 feet long and 19 feet wide, with carpet $\frac{3}{4}$ of a yard wide, costing 65c per yard?
5. A case of 200 oranges cost \$4. If there was a 10% loss in shipping, what would be the gain per cent. if sold at 30c per dozen?
6. How many six-inch globes can be packed in a box that is 2 feet long, $1\frac{1}{2}$ feet wide and 1 foot deep on the inside?
7. 305.75x2.25. Explain fully each step in your solution.
8. A teacher lives $\frac{1}{2}$ mile north and 1 mile east of her schoolhouse. What is the nearest distance to her home?

READING.

(Any six, but no more.)

1. Name a primer or first reader with which you are very familiar. What are its good points? What are its poor points?
2. In teaching a literary selection such as *The Village Blacksmith*, would you put more time and effort on the study of the poem or on the study of the author? Why?
3. Do you consider books of a literary character or books containing information better for supplementary reading? Why?
4. Many children in reading will accept a word given them by the teacher when they hesitate on a word, even if, to test them, she has offered a word that makes nonsense of the passage. Account for this in all ways that you can.
5. Do you find your children more interested in the prose or in the poetry in the *Indiana Readers*? Why is this so?

6. Name some authors who have written good stories for children. What points in their work do you like especially? Name some of their stories.
7. What means do you use to render the children independent in making out words? Be explicit.
8. It is a common custom to have the class follow the child who is reading and give criticisms. Do you approve of this? Why?

HISTORY.

(Answer six, but no more.)

1. What use may the teacher of young children make of biographies of great men?
2. How may the early history of Indiana be profitably taught in the reading period?
3. What use should be made in elementary schools of the history of other countries than our own?
4. What were the two typical English settlements? Compare them as to (a) purpose, (b) character of colonists, (c) government.
5. What was the great need for a constitution of the United States? What statesman was largely instrumental in getting the states to ratify it?
6. What circumstances led Jefferson to purchase Louisiana? What were its boundaries? Where and how is this event to be celebrated in 1904?
7. Where is the National Road? What effect had the building of this road upon the country?
8. Explain why the North opposed the extension of slavery and why the South demanded it.

PRIMARY PHYSIOLOGY.

(Any six, but no more.)

1. Give four reasons why physiology should be taught in the primary schools.
2. How many teeth should a six-year-old pupil have?
3. Name two diseases of the eye and give remedy for each.
4. Give a simple and sufficient dietary for one day. Show why the foods chosen are wise.
5. Give the composition of air.
6. What is the effect of school surroundings upon the taste and morals of the pupils?
7. What are the readiest and surest tests for vitiated air in a room? How many cubic feet of space should be calculated for each pupil?
8. Name the organs of digestion in their physiological order.
9. In what way would you teach the subject of scientific temperance to primary pupils?

GEOGRAPHY.

(Any six, but no more.)

1. Draw an outline map of your county, locating townships and towns.
2. Compare and contrast temperate and torrid zones. Give width of each.
3. What is included in the term "climate"? Upon what physical conditions does the climate of a place depend?
4. When would you begin to teach formal definitions of the physical forms of the earth?
5. Describe Cuba, giving location, size, surface, climate, products, government and name its chief executive.
6. What geography would you teach to first year pupils?
7. Name in order the natural divisions of land and water crossed by the equator.
8. What is irrigation? What portions of the United States are benefited by it?

SCIENCE OF EDUCATION.

(Any six, but no more.)

1. What sort of myths and stories would you select for children for the first two or three grades and how can you make them of real educational value?
2. How can you train children in nature work so that they will learn to exercise "dominion over nature"?
3. How should you proceed in teaching reading to beginners?
4. What else should a teacher, especially in the lower grades, do for her pupils besides "putting them to their books"?
5. What is the legal limit of the control of the teacher over pupils in and out of school?
6. To what extremes may a teacher legally proceed to maintain order in school?
7. What do you regard as the best attitude of the teacher toward the pupils?
8. What can be done to arouse and develop dull pupils?

(c) QUESTIONS FOR HIGH SCHOOL LICENSE.

NOTE.—The requirements for a sixty-months' license are as follows: The first division, an average of 95 per cent., not falling below 85 per cent. in the "Common Branches;" the second division, an average of 75 per cent., not falling below 60 per cent. in any of the five branches, as follows:

- Group 1. Literature and Composition (required of all applicants).
- Group 2. Algebra or Geometry (one required).
- Group 3. Botany, Zoölogy, Chemistry, Physics, or Physical Geography (one required).
- Group 4. History and Civics, Latin or German (one required).
- Group 5. One subject from "2," "3" or "4" not already taken. Five subjects are required in this division.

LATIN.

(Answer any six, including one and two.)

1. Translate into idiomatic English:
Mittit primo Brutum adulescentem cum cohortibus Cæsar, post cum aliis C. Fabium legatum; postremo ipse, cum vehementius pugnaretur, integros subsidio adducit. Restituto proelio ac repulsis hostibus, eo quo Labienum miserat contendit; cohortes quattuor ex proximo castello deducit, equitum partem sequi, partem circumire exteriores munitiones et ab tergo hostes adoriri jubet. Labienus, postquam neque aggeres neque fossæ vim hostium sustinere poterant, coactis una quadraginta cohortibus, quas ex proximis præsidiiis deductas, fors obtulit, Cæsarem per nuntios facit certiorum quid faciendum existimet. Accelerat Cæsar, ut proelio intersit.
2. Write in Latin, marking long vowels:
(a) Cicero begged Catiline to go forth from the city, saying that he would be freed from fear provided only a wall should be between them.
(b) I do not doubt that Catiline departed gladly.
3. What justification had Cicero for ordering the death of Roman citizens without a formal trial?
4. What nouns and adjectives of 3d declension are *i-stem*? Which of the above have *i* as ending of ablative singular? Which *i* and *et* Which *et*?
5. Translate into idiomatic English:
Hoc autem uno infecto intellego hanc rei publicæ pestem paupers reprimi, non in perpetuum comprimi posse. Quodsi se eiecerit secumque suos eduxerit et eodem ceteros undique collectos naufragos aggregarit, extinguetur atque dele-

bitur non modo hæc tam adulta rei publicæ pestis, verum etiam stirps ac semen malorum omnium.

6. Explain mode of *eiecerit*. What is the difference in meaning between *reprimi* and *comprimi*? What is the derivation of *naufragos*?
7. Translate and scan:
Ecce autem complexa pedes in limine coniunx
Hærebat, parvum que patri tendebat Iulus:
Si periturus abis, et nos rape in omnia tecum;
Sin aliquam expertus sumptis spem ponis in armis,
Hanc primum tutare donum. Cui parvus Iulus,
Cui pater et coniunx quondam tua dicta relinquo?
8. What would you hold forth to your pupils as the practical benefits to be derived from Latin study?

GERMAN.

(Answer any eight.)

1. Translate: Doch ist's so schön, an den Frühling des Lebens zurückzudenken, in sein Inneres zurückzuschauen—sich zu erinnern. Ja, auch im schwülen Sommer, im trüben Herbst und im kalten Winter des Lebens gibt's hier und da einen Frühlingstag, und das Herz sagt: "Mir ist's wie Frühling zu Muthe." Ein solcher Tag ist's heute.
Deutsche Liebe.—Max Müller.
2. Compare the four attributive adjectives in the above selection.
3. Give the three principal parts of each verb in the quotation above.
4. Write a sentence containing prepositional phrase "um—willen;" one containing preposition "oberhalb."

6. QUALIFICATIONS.

Teachers must have good moral character and hold a valid license. If an applicant is objectionable a majority of the patrons through petition to the trustee may prevent his appointment. If a teacher proves unworthy through neglect, incompetency or bad conduct he may be removed by the county superintendent who has power to revoke his license.

7. THE COMMON SCHOOL TEACHER.

Common school teachers are those who teach in the districts and in the grades in cities and towns. They must pass examinations in orthography, reading, writing, arithmetic, geography, English grammar, physiology, scientific temperance, U. S. history, literature and science of education. The grading is governed by the following rules:

A general average of 85 per cent., not falling below 75 per cent. in any one of the 10 items, nor in success, entitles the applicant to a twelve months' license.

A general average of 90 per cent., not falling below 80 per cent. in any one of the 10 items, nor in success, entitles the applicant to a 24 months' license.

A general average of 95 per cent., not falling below 85 per cent. in any one of the 10 items, nor below 90 in 9, 10 and success, entitles the applicant to a 36 months' license.

The general average is the mean of the average scholarship and success (obtained by dividing their sum by two).

The above standard of license was adopted by the state convention of county superintendents, held at Indianapolis, June, 1898.

Here is the form of license used.



8. THE PRIMARY TEACHER.

The state board of education has provided an examination for primary teachers requiring less knowledge of the branches and more knowledge of the work to be done. The license based upon this examination is issued almost exclusively to women who do work in the first four grades.

9. THE HIGH SCHOOL TEACHER.

Still another grade of license is issued to high school teachers who teach subjects other than the common branches. The tendency is to limit the high school teacher to one or two subjects and to require special preparation in these. There are five different forms of the high school license: (1) The county high school license, issued by the county superintendent, valid in the county for one, two or three years, according to grade of scholarship. (2) The state high school license, issued by the state superintendent, and valid in any high school in the state for one, two or three years. (3) The sixty months' license, issued by the state superintendent. Before this can be secured the applicant must hold a three years' common school license, issued by the state superintendent. (4) The professional license is granted by the state board of education, and is valid for a period of eight years. (5) A life state license is issued by the state board of education, valid while good character is maintained. Since 1867 the state board has issued upon examinations 303 life state licenses and 283 professional licenses. Under the following provisions the state superintendent has countersigned sixty life state certificates from other states since the enactment in 1899:

The state superintendent of public instruction may countersign the life state certificates of teachers of other states, when the holders of such certificates shall have furnished satisfactory evidence of good moral character, and experience and success in teaching, as is required for life state certificates in this state; and when so countersigned such certificates shall be valid in any of the schools in this state: Provided, That the requirements for obtaining the life state certificates of other states shall be equivalent to the requirements for the same certificates in this state.

10. GENERAL DUTIES.

The teacher is required to enforce in good faith the rules and regulations of the county board of education; to exercise care over school property; to use kindly means of enforcing obedience. The district teacher is required to attend township institute one Saturday in each month, and the town and city teacher is required to attend such meetings as the superintendent shall call. The teacher is expected to make his schoolroom as cheerful and attractive as possible. He is required to do professional reading and to take at least one good school journal. He is expected to take part in the life of the community. He is required by law to make reports to superintendents, trustees and truant officers.

11. EXAMINATION QUESTIONS.

Following will be found sets of examination questions such as are used for different grades of license:

**a. QUESTIONS FOR COUNTY AND STATE COMMON SCHOOL
LICENSE AND FOR FIRST DIVISION OF SIXTY
MONTHS' STATE LICENSE.**

RULES FOR EXAMINATION.

1. These questions shall be used on the last Saturday of the month only.
2. During the examination, all books, maps, globes, or other aids, shall be removed from sight.
3. The writing of applicants should be done in every case with pen and ink, to prevent erasures and changes.
4. All conversation or communication should be absolutely forbidden during the examination.
5. At no time during the examination should any questions be shown, except such as have been or are then being used.
6. The printed lists should be divided, so that no opportunity or temptation may be given to applicants to refer to authorities at recess.
7. Applicants should not be permitted to ask questions. If they have any doubts as to the meaning of a question, let these be offered in writing, so that the superintendent may consider them when he examines the answers to the question.
8. If a correction is necessary, erasures should not be made, but a single mark

should be drawn over the error, that the superintendent may see the error as well as the correction. In arithmetic, the entire work should appear on the manuscript.

9. Each subject shall be graded on a scale of a hundred, each question being valued at an equal part of one hundred, except when marked otherwise.

10. These rules should be given the applicants before entering upon the examination.

~~11.~~ The board suggests that, since many questions admit of a variety of answers, credit be given for the intelligence shown in the answers, rather than for their conformity to the views of the superintendent.

NOTE 1.—Neither the state board of education nor any member of the board prepares for publication in any periodical whatever, answers to the questions asked by this state board of education. The state board is not in any way responsible for any such publication.

NOTE 2.—For the information of applicants for teachers' license the following orders of the state board of October, 1885, are here printed in full (p. 52 record):

"Ordered, That the Reading Circle examinations in the science of teaching be accepted by county superintendents in place of the county examination on that subject, and that the average of their *four successive yearly examinations* in the science of teaching be accepted by the state board in the examination for state certificates."

"Ordered, That the Reading Circle examinations in the general culture book be accepted by county superintendents in place of the county examination in literature, and that the average of their *four successive yearly examinations* in the general culture books be accepted by the state

board in the examination for state certificates."—May 14, 1896.

WRITING AND SPELLING.

The penmanship shown in the manuscripts of the entire examination will be graded on a scale of 100, with reference to *legibility* (50), *regularity of form* (30), and *neatness* (20). The handwriting of each applicant will be considered in itself, rather than with reference to the standard models.

The orthography of the entire examination will be graded on a scale of 100, and 1 will be deducted for each word incorrectly written.

In each list answer any six, but no more.

(1) ARITHMETIC.

1. What must be taken from 446182987 in order that the remainder may be exactly divisible by 62593?
2. The product of three numbers is $8\frac{1}{2}$. If the first is $\frac{1}{2}$ and the second $3\frac{1}{2}$ what is the third?
3. By what decimal part of a pint does .008 of a quart exceed .0004 of a peck?
4. How many yds. of Brussels carpet must you buy to carpet a floor 21 ft. long by 13 ft. 9 in. wide, allowing 9 in. on each strip for waste in matching the figure?
5. A cylindrical cistern is 6 ft. in diameter and 8 ft. deep. How many gallons of water will it hold?
6. The valuation of property in a certain city is \$24,500,000.00. How much tax must be levied on each \$100.00 to pay the interest on bonds issued to the amount of \$125,000.00 and bearing 3½% interest?
7. If 18 be added to a certain number, $\frac{1}{2}$ of $\frac{1}{2}$ of the sum is 45. What is the number? Solve by algebra.
8. $\frac{x^2}{7} - \frac{x}{3} = \frac{20}{21}$ Find value of x .

(2) HISTORY.

1. Have the movements in our national history been toward a federal government or a national government?
2. Name five men who were prominent in the federalist party.
3. What led to the adoption of the 12th amendment?
4. What was the cause of the split in the democratic party in 1860?
5. Who were the republican candidates for the presidency before the Chicago convention in 1860?
6. What was the Kansas-Nebraska act?

7. What contention was the occasion for the Webster-Hayne debate?
8. Write a brief biography of James B. Eads.

(3) PHYSIOLOGY.

1. What do you understand to be the meaning of the term "school sanitation?"
2. Describe the red corpuscles of the blood and give their function.
3. Starting at the right auricle, follow a drop of blood in its circulation through the larger vessels and the heart until it returns to the right auricle.
4. Why does a physician feel a patient's pulse?
5. What digestive changes are effected by the gastric juice?
6. Explain the paths of sensory and motor impulses that figure directly in the reflex removal of the finger from the hot stove.
7. What is the real source of danger in remaining in a poorly ventilated room?
8. What physiological effects of alcohol are apparent enough to any observer to serve as effective warnings by a tactful teacher?

(4) READING.

The splendor falls on castle walls
And snowy summits old in story;
The long light shakes across the lakes,
And the wild cataract leaps in glory.
Blow, bugle, blow, set the wild echoes
flying.
Blow, bugle; answer, echoes, dying,
dying, dying.

1. Who is the author of the above? When and where did he live? Name eight poems by this author, underscoring those you have read.

2. Give the first assignment you would make upon this poem to eighth grade pupils.
3. Give the picture which the above stanza suggests to you?
4. What is meant in the second stanza by:
"O sweet and far from cliff and scar
The horns of Elfland faintly blowing!"?
5. What is meant in the third stanza by:
"Our echoes roll from soul to soul
And grow forever and forever."?
6. Suggest some example by which the thought in this poem might be brought home to the child.
7. Would you select stories written in dialect for the primary grades? Give reasons.
8. In the sentence, "Silverlocks lay down on the wee bear's bed and was soon fast asleep," how would you teach the words *Silverlocks* and *asleep*?
3. Give a sentence containing a verbal noun.
4. When should the study of technical grammar be introduced? Justify your answer.
5. Write the following four times, giving *only* a different position each time, and state exactly what each sentence means:
"Only he mourned for his brother."
6. Give the word or phrase that fits the following description:
 - (a) Personal pronoun, third, singular, masculine, objective.
 - (b) Personal pronoun, first, plural, objective.
 - (c) Verb *go*, subjunctive, present perfect, plural.
 - (d) Verb *use*, indicative, present perfect, progressive, singular.
 - (e) Verb *read*, indicative, present perfect, passive, singular.
7. Illustrate difference between attribute compliment, and objective compliment.
8. Mention some of the things to be noted in the study of prepositions.

(5) GEOGRAPHY.

1. What waters does the Erie canal connect? What cities are at its extremities? Of what commercial advantage is this canal?
2. Compare September and December in regard to time of sunrise and sunset; length of sun's rays. Where are the sun's rays vertical in each of these months?
3. What two countries in Europe have a government similar to our own? In which continent is there a total absence of a republican government?
4. Locate Rio Janeiro, Hong Kong, the Indus river, Strait of Gibraltar.
5. Give four important uses of mountains.
6. What are geysers? Llanos? Steppes? Where may each of these be found?
7. The following have in recent years been discussed with much interest in the newspapers: Cuba, Hawaiian Islands, Philippines, Marélique. Where are these places?
8. Modern magazines and newspapers usually contain maps showing the location of regions about which there is considerable interest. What does this suggest in regard to methods in geography teaching?

(6) ENGLISH GRAMMAR.

1. Take as a subject "oranges" for description, and outline your method of procedure with a class in lower grammar grade.
2. Give principal parts of went, lie (to recline), sit, send, bring.

(7) SCIENCE OF EDUCATION.

1. Discuss the purpose and use of the art of questioning.
2. What application will you make of competition?
3. Discuss the relative value of gymnastics and sports in education. What can you do to promote the proper use of sports?
4. Discuss the treatment of children with defective hearing.
5. How may spelling be taught in connection with other subjects? Should there be special spelling lessons?
6. What must be the character of school discipline to prepare pupils for American citizenship?
7. In what way can you make the work in nature study practical?
8. What kind of acquaintance with her pupils should a teacher cultivate to make it of service in school work?

SYSTEMATIC METHODOLOGY.

1. Which should be first cultivated, receptive or creative imagination? What reasons are given?
2. Define notion or concept.
3. The author gives what directions for the training of a self-willed child? What do you think of his suggestions?

4. What four stages are considered necessary in all right method of acquiring knowledge?
5. "A question is the teacher's instrument for making a child think." To what extent is the above quotation true?
6. In teaching primary reading, is the unit of thought the sound, the word or the sentence? Give reason for your answer.
7. What is the distinction between the "objective" and the "subjective" process of training sense perception.
8. When may one safely venture upon literary criticism.

(8) LITERATURE.

1. Name five works that you think suitable for eighth year work in literature. Give reasons for your selection.
2. What characteristics make Robinson Crusoe the delightful book that it is?
3. Why is a good knowledge of the myths of Greece and Rome a necessity to the reader of English literature?
4. What did Chaucer's writings do for the English language?
5. Name the leading characters in Shakespeare's Julius Caesar. Which in your estimation is noblest and why?
6. "O, for such my friend,
We hold them slight; they mind us of
the time,
When we made bricks in Egypt."
To what does the author allude in the last line?
7. What is an Epic? Name the three great Epics of the world.
8. Name five Americans who have distinguished themselves as writers of history and give the title of at least one work of each.

DICKENS.

1. Why did "Joe" show such astonishment when "Guster" patted him on the shoulder?
2. What was Dickens' representations as to the relative advantages of city and country?
3. Why not attempt to make pupils moral by "precept"?
4. Why does Dickens paint his best characters as lovers of nature?
5. What valuable hints as to teaching can we get from his "American Notes"?
6. What does he teach as to the education of the poor and outcast?

7. Which is the most suggestive of his books as to methods of education?
8. What was the purpose of his story of "Caleb Plummer and his blind child"?

(9) MUSIC.

1. Draw a staff and place on it the G clef. The F clef.
2. Of what use is the staff and clef?
3. Place on the staff in whole notes, key of A flat, one, three, five, sharp-four, five.
4. What effect has a dot upon the value of the note which precedes it?
5. Name three points to be emphasized in preparing pupils to sing a new song or exercise.
6. Describe the position you would require your pupils to assume in singing.
7. Name a prominent orchestral conductor.
8. Name three operas and their composers.

(10) IMPORTANT—GENERAL QUESTIONS.

Note—These questions must be answered in full by all applicants or the manuscript will receive no attention.

1. Give your name or number. Give post-office. Give age if under 21.
2. What other than the common schools has been your educational training?
3. What professional training have you received? When did you last attend school.
4. What works on Psychology or Pedagogy have you studied?
5. Have you taught school? How long? What grades?
6. In what county did you teach last year? What was your grade in success?
7. What grades of license have you held? In what counties? When?
8. Did you attend County Institute last year? Where? How many days?
9. Name the educational papers or periodicals that you take.
10. Do you read other educational papers? Name them.
11. Name the books of the Teacher's Reading Circle that you have read.
12. Have you given or received aid in any way during this examination. If so, explain fully.
13. How many Township Institutes did you attend last year? Did you take an active part in all?

(b) QUESTIONS FOR PRIMARY LICENSE.

LITERATURE.

(Answer six, but no more.)

1. How did the Norman Conquest affect the language and literature of England?
2. Give a concise account of some character in one of Shakespeare's tragedies.
3. Name the greatest poet and the greatest prose writer of the age of Queen Anne, and the best known work of each.
4. Name three English and two American essayists of the nineteenth century with one important work of each.
5. Mention five great English poets of the early part of the nineteenth century and an important work of each.
6. Briefly characterize Longfellow as a man and a poet. Name three long and three short poems which in your opinion will be most enduring.
7. Name the author of *Silas Marner*, *The Princess*, *Biglow Papers*, *Little Women*, *The Newcomes*, *Rise of the Dutch Republic*, *Coriolanus*, *The Faerie Queene*.
8. Name a great epic and a great elegy written by the same poet.

8. What are the sources of the vocabulary of the pupil?

ARITHMETIC.

(Any six, but no more.)

1. Outline a course in number work, suitable for the first four years.
2. What is the object in having pupils picture problems? In this work what principle should be rigidly enforced?
3. Illustrate your method of teaching a pupil to "carry the tens."
4. What will be the lowest cost of carpeting a room 20 feet long and 19 feet wide, with carpet $\frac{3}{4}$ of a yard wide, costing 65c per yard?
5. A case of 200 oranges cost \$4. If there was a 10% loss in shipping, what would be the gain per cent. if sold at 30c per dozen?
6. How many six-inch globes can be packed in a box that is 2 feet long, 1½ feet wide and 1 foot deep on the inside?
7. 305.75×2.25 . Explain fully each step in your solution.
8. A teacher lives $\frac{1}{2}$ mile north and 1 mile east of her schoolhouse. What is the nearest distance to her home?

LANGUAGE.

(Any six, but no more.)

1. What do you think is the comparative value of oral and written language work in primary schools? Give reasons for your decision.
2. Many children who hear correct English at home and in school speak as incorrectly as children who have not had these advantages. Account for this.
3. Is it worth while for children to put a list of disconnected words into sentences? Why?
4. Write ten rules for the use of capital letters.
5. Write a brief plan showing how you would develop the idea of the command (imperative sentence).
6. What kinds of exercises do you find most interesting to primary children? Account for the greater interest shown in these.
7. What should be the characteristics of the teacher's spoken language?

READING.

(Any six, but no more.)

1. Name a primer or first reader with which you are very familiar. What are its good points? What are its poor points?
2. In teaching a literary selection such as *The Village Blacksmith*, would you put more time and effort on the study of the poem or on the study of the author? Why?
3. Do you consider books of a literary character or books containing information better for supplementary reading? Why?
4. Many children in reading will accept a word given them by the teacher when they hesitate on a word, even if, to test them, she has offered a word that makes nonsense of the passage. Account for this in all ways that you can.
5. Do you find your children more interested in the prose or in the poetry in the *Indiana Readers*? Why is this so?

6. Name some authors who have written good stories for children. What points in their work do you like especially? Name some of their stories.
7. What means do you use to render the children independent in making out words? Be explicit.
8. It is a common custom to have the class follow the child who is reading and give criticisms. Do you approve of this? Why?
7. What are the readiest and surest tests for vitiated air in a room? How many cubic feet of space should be calculated for each pupil?
8. Name the organs of digestion in their physiological order.
9. In what way would you teach the subject of scientific temperance to primary pupils?

GEOGRAPHY.

(Any six, but no more.)

- HISTORY.**
- (Answer six, but no more.)*
1. What use may the teacher of young children make of biographies of great men?
 2. How may the early history of Indiana be profitably taught in the reading period?
 3. What use should be made in elementary schools of the history of other countries than our own?
 4. What were the two typical English settlements? Compare them as to (a) purpose, (b) character of colonists, (c) government.
 5. What was the great need for a constitution of the United States? What statesman was largely instrumental in getting the states to ratify it?
 6. What circumstances led Jefferson to purchase Louisiana? What were its boundaries? Where and how is this event to be celebrated in 1904?
 7. Where is the National Road? What effect had the building of this road upon the country?
 8. Explain why the North opposed the extension of slavery and why the South demanded it.
 1. Draw an outline map of your county, locating townships and towns.
 2. Compare and contrast temperate and torrid zones. Give width of each.
 3. What is included in the term "climate"? Upon what physical conditions does the climate of a place depend?
 4. When would you begin to teach formal definitions of the physical forms of the earth?
 5. Describe Cuba, giving location, size, surface, climate, products, government and name its chief executive.
 6. What geography would you teach to first year pupils?
 7. Name in order the natural divisions of land and water crossed by the equator.
 8. What is irrigation? What portions of the United States are benefited by it?

SCIENCE OF EDUCATION.

(Any six, but no more.)

- PRIMARY PHYSIOLOGY.**
- (Any six, but no more.)*
1. Give four reasons why physiology should be taught in the primary schools.
 2. How many teeth should a six-year-old pupil have?
 3. Name two diseases of the eye and give remedy for each.
 4. Give a simple and sufficient dietary for one day. Show why the foods chosen are wise.
 5. Give the composition of air.
 6. What is the effect of school surroundings upon the taste and morals of the pupils?
 1. What sort of myths and stories would you select for children for the first two or three grades and how can you make them of real educational value?
 2. How can you train children in nature work so that they will learn to exercise "dominion over nature"?
 3. How should you proceed in teaching reading to beginners?
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LATIN.

(Answer any six, including one and two.)

1. Translate into idiomatic English:

Mittit primo Brutum adulescentem cum cohortibus Cæsar, post cum aliis C. Fabium legatum; postremo ipse, cum vehementius pugnaretur, integros subsidio adducit. Restituto proelio ac repulsis hostibus, eo quo Labienum miserat contendit; cohortes quattuor ex proximo castello deducit, equitum partem sequi, partem circumire exteriores munitiones et ab tergo hostes adoriri jubet. Labienus, postquam neque aggeres neque fossæ vim hostium sustinere poterant, coactis una quadraginta cohortibus, quas ex proximis præsidiiis deductas, fors obtulit, Cæsarem per nuntios facit certiorum quid faciendum existimet. Accelerat Cæsar, ut proelio intersit.

2. Write in Latin, marking long vowels:

(a) Cicero begged Catiline to go forth from the city, saying that he would be freed from fear provided only a wall should be between them.

(b) I do not doubt that Catiline departed gladly.

3. What justification had Cicero for ordering the death of Roman citizens without a formal trial?
4. What nouns and adjectives of 3d declension are *i-stem*? Which of the above have *i* as ending of ablative singular? Which *i* and *e*? Which *e*?
5. Translate into idiomatic English:

Hoc autem uno interfecto intellego hanc rei publicæ pestem paupers reprimi, non in perpetuum comprimi posse. Quodsi se eiecerit secumque suos eduxerit et eodem ceteros undique collectos naufragos adgregarit, extinguetur atque dele-

bitur non modo hæc tam adulta rei publicæ pestis, verum etiam stirps ac semen malorum omnium.

6. Explain mode of *eiecerit*. What is the difference in meaning between *reprimi* and *comprimi*? What is the derivation of *naufragos*?
7. Translate and scan:
Ecce autem complexa pedes in limine coniunx
Hærebat, parvum que patri tendebat Iulum:
Si periturus abis, et nos rape in omnia tecum;
Sin aliquam expertus sumptis spem ponis in armis,
Hanc primum tutare donum. Cui parvus Iulus,
(Cui pater et coniunx quondam tua dicta relinquo?)
8. What would you hold forth to your pupils as the practical benefits to be derived from Latin study?

GERMAN.

(Answer any eight.)

1. Translate: Doch ist's so schön, an den Frühling des Lebens zurückzudenken, in sein Inneres zurückzuschauen—sich zu erinnern. Ja, auch im schwülen Sommer, im trüben Herbst und im kalten Winter des Lebens gibt's hier und da einen Frühlingstag, und das Herz sagt: "Mir ist's wie Frühling zu Muthe." Ein solcher Tag ist's heute.
Deutsche Liebe.—Max Müller.
2. Compare the four attributive adjectives in the above selection.
3. Give the three principal parts of each verb in the quotation above.
4. Write a sentence containing prepositional phrase "um—willen;" one containing preposition "oberhalb."

5. Write a sentence containing some form of the verb "helfen" with an object; one containing some form of the verb "rauben" with two objects, one of the person, the other of the thing.
6. Translate: Ich mag das nicht thun. Ich möchte es gern sehen. Möchten Sie lieber das Andere haben?
7. Translate: He said he had done it. Why cannot "hätte" be used as an auxiliary?
8. Translate:
Aber es sassen die drei noch immer sprechend zusammen.
Mit dem geistlichen Herrn der Apotheker beim Wirt:
Und es war das Gespräch noch immer ebendasselbe.
Das viel hin und her nach allen Seiten geführt ward.
Aber der treffliche Pfarrer sagte, würdig gessinnt, drauf:
"Widersprechen will ich euch nicht. Ich weiss es, der Mensch soll
Immer streben zum Bessern; und, wie wir sehen, er strebt auch
Immer dem Höheren nach, zum wenigsten sucht er das Neue.
9. Translate into German: Balt van Tassel was an easy soul; he loved his daughter better even than his pipe, and like a reasonable man and an excellent father, let her have her way in everything. His notable little wife, too, had enough to do to attend to her housekeeping.—[The Legend of Sleepy Hollow.—Irving.
10. Name two histories by Schiller, and two historical novels by the same author.
8. Give a clear statement of the method used and the chemistry involved in making sulphuric acid.
9. How is artificial illuminating gas made? What is the chief by-product produced in making it? What properties has the gas?
10. What weight of oxygen can be produced by heating 245 grams of potassium chlorate ($KClO_3$)?

ZOOLOGY.

1. Define morphology, physiology, ecology.
2. State the general rule governing the number of young.
3. Give the life history of the honey bee.
4. Name three forms of adaptation.
5. What is the basis of colonial or communal life?
6. What is the purpose of warning colors and terrifying appearances of some animals?
7. Define mind in the biological sense.
8. Account for the large number of species.
9. What is the purpose of sex?
10. Explain the reproduction of the crayfish.

BOTANY.

1. What is the effect of strong, dry winds upon vegetation?
2. What is a fungus? To what plant kingdom does it belong? Example.
3. Why are annual plants destitute of scale leaves?
4. Define cell; tissue. Name the principal plant tissues.
5. In what ways are leguminous plants helped by bacteria on their roots?
6. Mention the common characters of foliage leaves.
7. What is the primary meristem? Where found?
8. Characterize gymnosperms. Give an example.
9. What is meant by photosyntax or carbon fixation? In what part of the plant does it take place? Under what conditions?
10. What is the botanical meaning of the term *fruit*? What floral parts enter into the formation of an apple?

CHEMISTRY.

1. Define oxidation, reduction, oxide, atom, molecule.
2. State the law of definite proportions and illustrate by an example the meaning of the law.
3. Mention some important work of two of the following men: Priestly, Scheele, Lavoisier, Mendelejeff.
4. Is pure water a mixture or a chemical compound? Give reasons for your answer.
5. How would you determine the proportions by weight of oxygen and iron in iron oxide? Give details.
6. State the properties, physical and chemical, of chlorine and of hydrogen chloride.
7. Describe an experiment to show that ammonia gas contains hydrogen.

LITERATURE AND COMPOSITION.

- "Roll on, thou deep and dark blue ocean, roll!
Ten thousand fleets sweep over thee in vain;

Man marks the earth with ruin—his control

Stops with the shore;—upon the watery plain

The wrecks are all thy deed, nor doth remain

A shadow of man's ravage, save his own,
When for a moment, like a drop of rain,
He sinks into the depths with bubbling groan,

Without a grave, unknelled, uncoffined,
and unknown." —Byron.

1. Sketch the life of the author of the above.
2. Name the literary composition that first brought him into prominence.
3. Discuss the influence of his writings.
4. Quote him.
5. Explain the illusions in the stanza given above.
6. State some of the weaknesses of the modern novel.
7. Outline a lesson in composition in which you wish to teach
 - (a) paraphrasing.
 - (b) vivid description.
 - (c) style.
8. State a plan for correcting the written work of a class of thirty or more students.
- 9 and 10. State some of the ordinary obstacles encountered in the teaching of this subject, and suggest remedies for the same.

PHYSICS.

(Answer any eight, but no more.)

1. A liter of air at 0°C and 76 cm. pressure weighs 1.296 gm. What is the weight of 100 cu. cm. of air at 0°C and at a pressure of 740 mm.?
2. Define dyne, erg.
3. Calculate the temperature of absolute zero expressed on the Fahrenheit and Centigrade scales.
4. What are beats and how are they produced?
5. Give Huyghen's construction to show that the angle of incidence is equal to the angle of reflection.
6. Two equal magnetic poles placed 10 cm. apart are found to repel each other with a force of 3,600 dynes. What is the strength of each pole?
7. Give two reasons why copper wire is not used in resistance boxes.
8. What is the difference between static electricity and current electricity?
9. What causes a battery to polarize?
10. Give a diagram of and explain fully the modern telephone transmitter.

PHYSICAL GEOGRAPHY.

(Answer any eight, not omitting ninth and tenth.)

1. By what processes is the surface of the earth broken up and smoothed down?
2. Explain why so many rivers of the Appalachian region have their courses across the mountain ridges. What is a superimposed river?
3. What land forms in Northern Indiana are due to glaciation?
4. Explain the formation of the Great Lakes of North America.
5. To what causes are plains due? Give examples of plains due to the different causes mentioned.
6. Why have Europe and North America so many gulfs, bays and islands on their coasts and South America and Africa so few?
7. What effect does the Gulf of Mexico have on the rainfall of the United States?
8. Why do isotherms not correspond with parallels of latitude?
9. Give outline for lessons in field and laboratory work in physical geography.
10. What is the relation of physical geography to political or commercial geography?

GENERAL HISTORY AND CIVICS.

(Answer any eight.)

1. Describe concisely the caste system of Ancient Egypt.
2. Marathon—What? When? Why?
3. When and by what battle did Philip of Macedon become master of Greece?
4. What were the reforms favored by the Gracchi?
5. Give a brief account of the Feudal System.
6. What was the *Magna Charta*? When, from whom, and how was it obtained?
7. Who was Richelieu? Walpole? William Pitt? Mazarine?
8. What were the three great compromises of the constitutional convention of 1787?
9. Of what is the congress of the United States composed? State qualifications of membership, length of terms, privileges of members.
10. Of what is the general assembly of Indiana composed? State qualifications of membership, terms, privileges of members.

ALGEBRA.

1. Multiply $a^2+3a^2b+6^2$ by $a^2-2a^1b+b^2$.
2. Explain fully the meaning of negative integral exponents.
3. Of what numbers are high powers larger than the low powers? Smaller? The same?
4. Factor $-(2x+3)^2-(x-3)^2$.
5. Give true axioms used in solving equations.
6. If 3 cows and 8 horses cost £245, and 5 cows and 7 horses cost £250, how much do 2 cows and 3 horses cost?
7. Solve the equation
$$\frac{1}{2}\left[x-\frac{1}{2}\left\{x-1\left(x-\frac{x-1}{5}\right)\right\}\right]=53.$$
8. If the numerator of a certain fraction be doubled and its denominator increased by 7, it becomes $\frac{1}{2}$; if the denominator be doubled and its numerator increased by 7, it becomes unity. Find the fraction.
9. Express as a single fraction in its lowest terms:
$$\frac{x^2-x-6}{x^2-3x+2} \times \frac{x^2+x-6}{x^2+x-2} \times \frac{x^2-1}{x^2+6x-9}.$$
10. $\frac{x}{x+3} + \frac{x-1}{x-4} + \frac{1}{2} = 0$. Find both value of x .

GEOMETRY.

(Answer any eight, but no more.)

1. What is meant by dividing a line in extreme and mean ratio?
2. Define (a) segment of a circle, (b) chord, (c) secant, (d) tangent.
3. Any two altitudes of a triangle are inversely proportional to the corresponding bases. Prove.
4. If two chords of a circle are equal they are equally distant from the center. Prove.
5. Find a mean proportional between two given straight lines, proving the method.
6. Prove that the area of a regular polygon equals half the product of the apothem and the perimeter.
7. Show how the circumference of a circle may be divided into six equal arcs.
8. Prove that one of the angles formed by the bisectors of the base angles of an isosceles triangle is equal to one of the exterior base angles.
9. What is a plane? What determines the position of a plane?
10. The sum of any two face angles of a trihedral angle is greater than the third face angle. Prove.

d. QUESTIONS FOR PROFESSIONAL LICENSE.

NOTE.—The following resolution was adopted by the state board of education, October 31, 1887:

Resolved, That the examination for professional license include the following branches: Algebra, Civil Government, American Literature, Science of Education, and two of the following *three* subjects—Elements of Physics, Elements of Botany or Latin (Latin grammar, two books of *Cæsar*, and two of *Virgil*); and

Further resolved, That the examination for state license shall include, in addition to those of professional license, Geometry, Rhetoric, General History, English Literature, Physical Geography, and two of the following *three* subjects—Chemistry, Geology, Zoölogy.

SPECIAL NOTICE TO APPLICANTS.

In view of the fact that the manuscripts of applicants for both life state and professional licenses are sent to the several members of the state board of education for graduation, it is essential that applicants for such licenses observe the following rules:

1. Write on one side of the paper *only*, using legal cap.
2. See that the answers to the questions in each branch are entirely separate from those of any other branch, and securely fastened together.
3. Write *full* name and postoffice address upon each set of answers.
4. Furnish your county superintendent *copies of recommendations*, as they are to be filed for future reference, and can not be returned.
5. The expense of sending manuscripts should be furnished the county superintendent by the applicant.

RULES.

1. Each applicant for a state certificate shall, at the opening of the examination, pay to the county superintendent the sum of five dollars, the fee prescribed by law, which can in no case be refunded. Applicants for a "professional" license are not required to pay a fee.

2. Applicants shall provide themselves with legal cap paper and pens and ink, and shall write all their work in ink.

3. Each applicant will be furnished with a printed list of questions in each subject at the hour designated. He shall number his answers to correspond with the questions, but need not copy the latter. The pages upon each subject should be fastened together, and across the top of the first page should be written at the left *the subject*, in the middle *the applicant's name*, at the right *the county*. Manuscripts must not be folded or rolled.

4. No books shall be consulted nor communication permitted during the examination. No one shall be permitted to make inquiries respecting the import of any question. If any one shall be in doubt as to the meaning of a question he shall express his doubt in writing, and this statement shall be submitted to the board with his examination papers.

5. If corrections are necessary they shall be made by drawing a single line over the amended error, that the error as well as the correction may be seen. No slate or trial papers shall be used, but all the writing shall be upon the sheets of the examination papers.

6. Any violation of these rules shall be reported by the superintendent to the state board.

7. The county superintendent will collect and carefully count the manuscripts to see that none are missing, and will send them immediately to the state superintendent, by mail or express, at the expense of the applicants.

GENERAL STATEMENT.

(On separate sheet.)

1. For what grade of license do you apply?
2. If applying for a professional or life state license, state the dates and general averages of your two 36-months' licenses.
3. How many months have you taught, and how many of these have been in Indiana?
4. Make this or an equivalent declaration: I solemnly declare that in the March division of the examination I have not

given or received aid in any manner whatever, and will neither give nor receive aid in the remaining division thereof.

[Sign with full name (not initials), and add postoffice address and date.]

ALGEBRA.

1. Would you introduce the subject of algebra before entering the high school? (Give reasons for your answer.)
2. If the product of three consecutive numbers be divided by each of them in turn, the sum of the three quotients is 74. What are the numbers?

3. Demonstrate that $a^0 = 1$, $\frac{1}{a} = a^{-1}$, $\frac{0}{0}$ is indeterminate, that $a^{-n} = \frac{1}{a^n}$.

4. Find the nearest approximate fourth root of 17, to five decimal places.
5. If the product of two numbers be added to their difference the result is 26, and the sum of their squares exceeds their difference by 50. Find the numbers.
6. At what time between 10 and 11 o'clock is the minute-hand of a watch 25 minutes in advance of the hour-hand?

7. Solve the following:

$$\frac{1}{x} - \frac{1}{y} - \frac{1}{z} = a.$$

$$\frac{1}{y} - \frac{1}{z} - \frac{1}{x} = b.$$

$$\frac{1}{z} - \frac{1}{x} - \frac{1}{y} = c.$$

8. By using the following, develop the law of signs, exponents, and coefficients, of the binomial theorem $(2a^3 - 3b^2)^5$.

9. Factor

(a) $a^3 + 8b^3$.

(b) $6x^2 + 5x - 4$.

(c) $x^4 + x^2y^2 + 9y^4$.

(d) $x^2 - 5x^2 - 2x + 10$.

(e) $a^2 - b^2 - c^2 + 2bc + a + b + c$.

10. Solve the equation given below and thus determine a formula for the solution of all quadratics:

$$ax^2 + bx + c = 0.$$

CIVIL GOVERNMENT.

(Any eight, but no more.)

1. Give in detail the processes involved in making a treaty with a foreign country.

2. What important advantage was gained for the United States in the late Hay-Pauncefote treaty?
3. What is the title of our highest diplomatic representatives in foreign countries? Name the foreign nations to which we accord it such representatives. Name two or more of these representatives now in the service.
4. Describe fully how a bill becomes a law, giving all the processes of its enactment.
5. When does a man elected to congress in November, 1902, become a member? Unless extra sessions are held, when will the member first meet with congress?
6. Enumerate six sole powers of the president.
7. Write one page on the subject: The Powers and Duties of the Governor of Indiana.
8. Write fully on the jurisdiction of the United States supreme court.
9. Enumerate some acts of congress which were made possible only upon the basis of "implied powers."
10. How are congressional vacancies filled—in lower house? In senate?

AMERICAN LITERATURE.

(Any eight, but no more.)

1. Give a sketch of the life and work of the leading literary character of the revolutionary period.
2. Discuss Washington Irving as to
 - (a) Rank as an author.
 - (b) His important writings.
 - (c) The merits of one of his works.
3. Criticise one of Emerson's essays.
4. Quote from the Vision of Sir Launfal, and indicate the author's rank compared with contemporary writers.
5. Compare Holmes with Whittier as to
 - (a) Literary style.
 - (b) Influence.

"The groves were God's first temples,
Ere man learned

To hew the shaft and lay the architrave,
And spread the roof above them—ere
he framed

The lofty vault, to gather and roll back
The sound of anthems: in the darkling
wood,

Amid the cool and silence, he knelt
down

And offered to the Mightiest solemn
thanks

And supplication."

6. (a) Name the author and give names of contemporary writers.

- b. For what was the author of these lines particularly noted?
7. Who is your favorite American poet? Quote him.
8. Who is your favorite American novelist? Name his important works, and give a brief sketch of one.
9. Discuss the historical novel as to (a) purpose, b. influence, c. literary merit.

BOTANY.

1. What are the physical factors chiefly determining plant distribution? Which of these is the most important? Give reasons.
2. Name the great groups into which the plant kingdom is divided. Give an example of a plant-form belonging to each of these groups.
3. What characteristics (anatomical) do plants growing in water or in soils rich in water show? Give reasons for these structural features.
4. Explain in detail the various protective devices of plants growing in desert regions. What would be the probable effect of irrigation upon the plant life of a desert region.
5. Define plant transpiration and explain its necessity. Through what parts of a plant does transpiration take place?
6. How do plants breathe? Show that plant breathing is strictly comparable to the breathing of animals. What is carbon fixation or photosyntax?
7. Define the term *rootas* applied to higher plants. Give the functions of roots.
8. In what ways may plants reproduce their kind? Give an example of each method.
9. Explain plant migrations. Explain occurrence of arctic plants on mountain tops in temperate regions.
10. Give the life history of any plant you may select.

LATIN.

(Answer any eight.)

1. Translate: *Cæsar paucos die in eorum finibus moratus, omnibus vicis ædificisque incensens fatisque succisis se in fines Uniorum recepit, atque his auxilium suum pollicitus, si ab Suebis premerentur, per exploratores pontem fieri comperissent more suo concilio habito nuntios in omnes partes dimisisse, ut de oppidis demigrarent, liberos, uxores*

suaque omnia in silvis deponerent, atque omnes qui arma ferre possent unum in locum convenirent. Hunc esse delectum medium fere *regnum* earum quas Suebi obtinerent; hic Romanorum *adventum* expectare atque ibi decertare constituisse.

2. Give the syntactical use of the words in italic.
3. Translate into Latin: (a) Many have been found who have declared pain the greatest ill. (b) Before I come back to the case I will say a few things concerning myself. (c) He answered Cæsar that he had come into Gaul before the Roman people. What did he want? Why did he come into his domain? (d) Change (c) into oratio recta.
4. Give the forms and uses of the periphrastic conjugation, active and passive.
5. Translate: At vero C. Cæsar intellegit, legem Semproniam esse de civibus Romanis constitutam; qui autem rei publicæ sit hostis, cum civem esse *nullo modo* posse; denique ipsum latorem Sempronie legis *iniussu* populi poenas rei publicæ *dependisse* Idem ipsum Lentulum, *largitorem* et prodigum, non putat cum de perniciæ populi Romani, *exilie* huius urbis tam *seerbe*, tam crudeliter cogitarit, etiam appellari posse popularem.
6. Give the special use of the words in italic in the above.
7. Give the general rules of participles—as to form—as to use.
8. Name the prominent poets and prose writers of the "Silver Age."
9. Translate:
 En Priamus! Sunt hic etiam sua
 præm ia laudi;
 Sunt lacrimæ rerum et mentem
 mortalia tangunt.
 Solve metus; feret hæc aliquam
 tibi fama salutem,
 Sic ait, atque animum pictura pascit
 inani.
 Multa gemens, largoque umeetat
 flumine vultum.
 Namque videbat, uti bellantes
 Pergama circum
 Hæc fugerent Graii, premeret Troi-
 ana iuventus.
 Hæc Phryges, instaret curru crista-
 tus Achilles.
10. Scan the above, and give rules of quantity and accent.

PHYSICS.

1. Show how it is possible for an ice-boat to sail faster than the wind.
2. What sort of a force is acting in the case of a body moving (a) with uniform velocity; (b) with uniform speed in a straight line; (c) with uniform acceleration in a straight line; (d) with simple harmonic motion?
3. Without the use of a formula, either expressed or implied, describe what is meant by Moment of Inertia.
4. Define weight, stress, strain, elasticity, density, specific gravity, work, specific heat, water equivalent of a calorimeter, electrical difference of potential.
5. Deduce an expression for the value of "g" in terms of the length and period of a simple pendulum.
6. Describe any method of determining the temperature of a furnace when you have no thermometer that will indicate more than 100° C.
7. With an external resistance of 9 ohms, a certain battery gives a current of 0.43 amperes, while with an external resistance of 32 ohms, the current falls to 0.2 amperes. Find the resistance of the battery.
8. When large amounts of electrical power are to be transmitted long distances alternating currents are employed instead of continuous currents. Why?
9. Explain why a piece of iron is attracted by a magnet.
10. Give the cause of the color of bodies.

SCIENCE OF EDUCATION.

(Answer eight, but no more.)

1. To what extent, in your judgment, is there a science in education? Give reasons for the opinion you express.
2. In instruction we go from the known to the related unknown, it is said. On what principle of mind is this founded?
3. What do you consider the most important laws of memory?
4. If you are teaching a child the idea of a square corner, of what value would it be to have him construct a square corner?
5. What are the arguments for and against out-door recesses?
6. What, in your opinion, should be the outcome of all government of children in the school?

7. "Action is the principle of character." What does this mean, and is this correct?
8. "Keep thy heart with all diligence; for out of it are the issues of life." Explain the ethical and pedagogical principle embodied in this quotation.
9. To what extent, in your opinion, is it the duty of the school to train the child in social usages and customs?
10. Of what value would it be to a teacher to study thoroughly the Greek and Roman ideals and systems of education.

e. FOR SECOND DIVISION LIFE STATE LICENSE.

Questions to be Used on the Last Saturday in April.

NOTE.—The following resolution was adopted by the state board of education, October 31, 1887:

Resolved, That the examination for professional license include the following branches: Algebra, Civil Government, American Literature, Science of Education, and two of the following *three* subjects: Elements of Physics, Elements of Botany or Latin (Latin grammar, two books of Cæsar, and two of Virgil); and

Further resolved, That the examination for state license shall include, in addition to those of professional license, Geometry, Rhetoric, General History, English Literature, Physical Geography, and two of the following *three* subjects: Chemistry, Geology, Zoölogy.

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2. See that the answers to the questions in each branch are entirely separate from those of any other branch, and securely fastened together.
3. Write *full* name and postoffice address upon each set of answers.
4. Furnish your county superintendent *copies of recommendations*, as they are to be filed for future reference and can not be returned.
5. Necessary postage for sending manuscripts should be furnished the county superintendent by the applicant.
6. A fee of five dollars should be collected from all applicants for this license.

PHYSICAL GEOGRAPHY.

(Any eight, but no more.)

1. Describe and account for the annual changes in the climatic conditions of southern California.
2. (a) Describe the distribution of rainfall in the United States.
(b) Annual rainfall in Indiana.
(c) Account for our summer rains. Our winter rains.
3. (a) What importance do you attach to the field work in physical geography? Why?
(b) Outline some field work for second year high school students.
4. Describe some of the important geographical features that have favored the development of the United States.
5. Show that the character of soldiers and their success in warfare are dependent largely on geographical conditions.
6. Discuss northern and southern Indiana as to (a) topography; (b) soils; (c) drainage.
7. (a) What is a contour map?
(b) Draw a contour map of Indiana, with a contour interval of 100 feet.
8. Account for our daily weather changes, and the intensity of these changes during our winters.
9. Discuss the Great Salt Lake basin as to (a) origin; (b) former conditions; (c) former and present drainage.
10. The Piedmont Belt: (a) Location; (b) present topography; (c) former conditions; (d) distribution and occupations of the people.

ZOOLOGY.

(Any eight, but no more.)

1. Give chief characteristics separating animals from plants. Distinguish between development and differentiation.
2. What is meant by physiological division of labor? Give an example showing how division of labor gives an advantage in the struggle for existence.
3. Prove that the color of wild forms is of great value. How may the equal color brilliance of the male and female bird of certain species be explained?
4. What changes are brought about in animal forms as the result of domestication? How may these changes be explained?
5. Name the animal sub-kingdoms. Assign to proper sub-kingdom the following forms: Lobster, oyster, shark, house fly, coral, turtle, spider, jelly fish, paramecium, whale.
6. Explain respiratory mechanism in insects, fish and air-breathing mammals. How may these differences be explained?
7. What factors determine character and number of faunal forms of a given region? Why are not all species cosmopolitan?
8. Illustrate (by at least two examples) the economic relations existing between lower life forms and man. Show the effect of disturbing the "balance of life."
9. Give characters of any two of the animal sub-kingdoms. Name the more important tissues of the animal body, giving their principal function.
10. Give the life history of any animal you may select.

CHEMISTRY.

(Any eight, but no more.)

1. Show how the atomic theory explains the laws of combining proportions.
2. How is the qualitative and how the quantitative composition of water determined?
3. Name four substances found in the atmosphere, and give a way of determining the presence of each.

4. Give a method of determining the oxygen from the air free from the other gases in it.
5. Characterize nitric acid and give an explanation of its action on metals.
6. What results are obtained by heating the following nitrates: (1) Potassium nitrate, (2) silver nitrate, (3) ammonium nitrate?
7. The weight of a litre of oxygen is 1.429 grams and its molecular weight is 32. The weight of a litre of a second gas is .069 grams. What is its molecular weight?
8. When chlorine acts as a bleaching agent or as a disinfectant, what principle is involved?
9. Give the different steps involved and the different substances produced in the Le Blanc method of making sodium carbonate.
10. What weight of oxygen will it take to burn completely 50 grams of pure alcohol (C_2H_5OH)? What volume of carbon dioxide will be produced? (44 grams carbon oxide = 22.39 litres.)

GEOMETRY.

(Any eight, but no more.)

1. The areas of two similar triangles are to each other as the squares of any two homologous sides. Demonstrate.
2. Prove that the perpendiculars from the vertices of a triangle pass through the same point.
3. Give what you consider to be three fundamental theorems of plane geometry.
4. Demonstrate the Pythagorean theorem.
5. What is the value of the square upon the side opposite the obtuse angle of a triangle? Demonstrate.
6. Two chords that intersect in a circle are mutually proportional. Demonstrate.
7. The areas of two circles are to each other as —. Complete and demonstrate.
8. A house and barn are upon the same side of the road, but at unequal distances from it. I wish to so locate a well upon the road that I can build the shortest possible walk from the house to the barn, touching the road at the well. Show how you would locate the well.
- 9 and 10. Find the volume of the frustum of a pyramid.

RHETORIC.

(Any eight, but no more.)

1. What is the difference between correctness and effectiveness in rhetoric?
2. What is meant by "fine writing?"
3. What is the relation of the paragraph to the whole discussion?
4. What is meant in rhetoric by "coherence"?
5. What are the essential rhetorical elements in argumentation?
6. Explain somewhat the difference between rhetoric as a science and as an art.
7. What are the characteristics and what the uses of the climax?
What are rhetorical figures and what their value? How many principal figures? Name them.
9. What is meant by grace in rhetoric?
10. With what justice can it be said that liberal culture assures a good rhetorical style?

ENGLISH LITERATURE.

(Any eight, but no more.)

1. Give an example of the influence of literature (poetry, fiction or the oration) upon the development of the American people.
2. Write a sketch of a leading character in one of the following works: (a) Vicar of Wakefield, (b) Ivanhoe, (c) Dombey & Son.
3. Connect one of the following characters with one of Shakespeare's plays, and explain its influence upon the development of the play: Portia, Ophelia, Miranda, Macbeth, Cassius, Iago.
4. "As You Like It is a romantic comedy." Explain in detail what this sentence means.
5. Contrast the prose of Macaulay with that of Carlyle, in regard to vocabulary, paragraphs and the qualities of style.
6. Describe briefly the characteristics of two periods of English literature, naming in each period four of the more important authors and their chief works.
7. Using an illustration one novel of each of the following writers, tell something about its author's ability to handle plot and to portray character: Scott, Dickens, Thackeray, George Eliot.
9. Discuss briefly this question: "Are the recent historical novels to be preferred to the 'dialect stories' of a year or so ago?"
9. Discuss briefly methods in teaching literature—(a) In reference to purpose or aim. (b) As to value of studying literary criticism or comment on the part of others, in comparison with the author's works themselves.
10. Mention the chief works of (1) De Quincy, (2) Macaulay, (3) Carlyle, (4) Ruskin, (5) George Eliot.

GENERAL HISTORY.

(Any eight, but no more.)

1. Write, briefly, of the reign of Charlemagne.
2. Discuss, briefly, the influence of King Alfred.
3. Magna Charta—
(a) Time.
(b) State what you consider its most important feature.
4. Write briefly, of the life, character, and influence of Joan of Arc.
5. State three important facts in the life of Luther.
6. Discuss Carthage and her people.
7. Name a contribution to our civilization made by Greece; by Rome.
8. Mention two great causes of the French revolution.
9. State causes and results of the Franco-Prussian war.
10. Give an account of the rise of English power in India.

GEOLOGY.

(Any eight, but no more.)

1. What agencies bring about the decay of rock? Explain fully how each of these act.
2. Give the geological growth of North America, locating the oldest and the youngest formations.
3. In what does the geological wealth of Indiana consist? In what part of the state is each of the leading products found?
4. Illustrate by diagram the different kinds of mountains and tell how each is formed.
5. What has been the effect of the glacial period on the surface of Indiana?
9. Trace back to its origin in the sun, the heat produced by a lump of anthracite coal.

7. Explain coral formation and locate the coral formations of the United States.
8. Draw a diagram showing the formation of springs, and show how artesian wells may be made.
9. What is a fossil? What fossils, if any, are found in Indiana? Locate.
10. How do you account for the existence of gas and oil fields? Locate the most important.
11. State fully your preparation for teaching geology.

NOTICE.—The state board of education, at its meeting March 22, 1895, resolved that it reserve the right to call before it any applicant for life state or professional license for oral examination in addition to the written examination based upon the questions herewith submitted.

For the state board of education:

FASSETT A. COTTON,
State Supt. Public Instruction,
President.

W. W. PARSONS,
Pres. Indiana State Normal School,
Secretary.

NOTES TO THE EXAMINER.

1. In October, 1885 (p. 52, record), the state board of education made the following order: Ordered, That the Reading Circle examinations in the science of teaching be accepted by the county superintendents in place of the county examination on that subject, and that the average of their four successive yearly examinations in the science of teaching be accepted by the state board in the examination for state certificates.

2. The state board of education reserves the right to call before it any applicant for oral examination, in addition to the written examination based upon the questions submitted for life state and professional licenses (p. 429, record).

3. Please send manuscripts on Monday following the examination.

f. FOR LIFE STATE LICENSE.

For Graduates of Higher Institutions of Learning Only.

SPECIAL NOTICE TO APPLICANTS.

The following rules govern the examination of teachers for life state licenses:

1. *For Graduates of Higher Institutions of Learning Only.*—The state board of education revised its rules governing applicants for life state licenses by the addition of the following resolutions:

Resolved. That the rules of the state board of education relating to examinations for and the granting of life state licenses shall be and are hereby amended by the addition of the following: All graduates of higher institutions of learning in Indiana, or other institutions of equal rank in other states approved by this board, which require graduation from commissioned high schools, or the equivalent of the same, as a condition of entrance, which maintain standard courses of study of at least four years, and whose work as to scope and quality, is approved by the state board of education, shall on complying with the conditions enumerated below, be entitled to life state board licenses to teach in Indiana: *Provided, however,* That graduation by the applicant shall have been accomplished by not less than three years' resident study and by thorough, extended examinations in all subjects pursued privately and for which credit has been given by the institution: *And, provided further,* That the requirements as to three years' resident study shall apply only to applicants graduating after this date, January 18, 1900.

First. Such applicants must have held one or more sixty months' or professional licenses.

Second. They must present to the state board of education satisfactory written testimonials from competent superintendents, special supervisors, teachers, or other school officials to the effect that they have taught and managed a school or schools successfully for a period of not less than thirty months, at least ten of which shall have been in Indiana.

Third. They must pass thorough satisfactory examinations in any three of the following subjects: (1) General history of education; (2) The school system and the school law of Indiana; (3) Educational psychology; (4) Experimental psychology and child study; (5) Leading school systems of Europe and America; (6) Science of education, and (7) The principles and methods of instruction.

Fourth. Before entering upon the examination, such applicants shall present to the state board of education satisfactory evidence of good moral character, and shall pay five dollars each (the fee prescribed by law), which can in no case be refunded.

Fifth. A license will be granted to those who make a general average of 75 per cent., not falling below 65 per cent. in any subject.

In view of the fact that the manuscripts of applicants for both life state and professional licenses are sent to the several members of the state board of education for graduation, it is essential that applicants for such licenses observe the following rules:

1. Write on one side of the paper *only*, using legal cap.
2. See that the answers to the questions in each branch are entirely separate from those of any other branch, and securely fastened together.
3. Write *full* name and postoffice address upon each set of answers.
4. Furnish the member of the state board of education conducting the examination *copies of recommendations*, as they are to be filed for future reference, and can not be returned.
5. The expense of sending manuscripts should be furnished by the applicant.
6. A fee of five dollars should be collected from all applicants for this license.

HISTORY OF EDUCATION.

(Answer eight, but no more.)

1. What defects in the education in India and China were due to the home life of those peoples?
2. In what respects was education among the Jews superior to that among other Orientals?
3. What educational advantages could Egypt have afforded Moses during his residence in the palace?
4. What were the differences in the methods of education in Athens and Sparta?
5. Mention some of the chief Roman educators and give their principles and methods.
6. What direction and impulse were given education by christianity?
7. State advantages and disadvantages which came to education from the Monastic system.
8. Give an account of the rise of the universities of Britain and Europe, and give the main differences in the educational methods of the two countries.
9. What is the status of education in France today?
10. In what respects, if any, do modern methods of education excel those of antiquity and the middle ages?
4. What may be the educational value of the school recess?
5. Should the educational process follow the so-called natural bent of children? State reasons for answer.
6. What should be the aim of the teaching of history in the grammar school?
7. "Man, in this country, has attained no small part of his education by the preaching and practice of the gospel of work on the American farm." Briefly discuss this statement and describe what educational movement or movements have been founded on this idea.
8. What mistake or mistakes have been made in the practice of schools from regarding the child as an adult.
9. Is the school life itself, or is it a preparation for life, or is it both? Give reasons for your answer.
10. Discuss briefly the place of "thoroughness," so called, in the education of young children.

LEADING SCHOOL SYSTEMS OF EUROPE AND AMERICA.

(Any eight, but no more.)

SCIENCE OF EDUCATION.

(Answer eight, but no more.)

1. Briefly discuss the place of the imagination in education.
2. Briefly discuss the statement that the grammar school age is the period of drill, mechanism and habituation.
3. Name what are, in your judgment, the five most prevalent faults or weaknesses of American teachers.
4. Briefly discuss the educational controversy going on in England in the fall of 1902.
5. What advances have been made in education in Germany under the present emperor.
6. What is the method of teaching history in the schools of Germany?
7. How has the Herbartian philosophy influenced American schools?
8. Discuss the educational system of Switzerland. What, if anything, have we to learn from it?

6. Name three leading centers in the United States for the scientific study of education.
7. Discuss briefly the influence of Francis W. Parker upon American schools.
8. What provision is made in France for the art instruction of the people?
9. What contributions have been made to American education by the Scandinavian countries?
10. What was the Greek ideal of education? What, if anything, have we to learn from it?

SCHOOL SYSTEM AND SCHOOL LAW OF INDIANA.

(Any eight, but no more.)

1. What do you consider the greatest weakness in Indiana's system of education, as a system? Discuss fully.
2. What legal authority has the county superintendent of schools? What qualifications are required for election?
3. When may teachers be exempt from further examination?
4. The statute authorizes the revocation of a teacher's license upon either one of four charges. What are they?
5. What is meant by a de facto board? What are the powers of such a board?
6. In what way was the power of township trustees curtailed by the enactment of a law requiring township advisory boards? Explain fully.
7. Discuss fully the sources of local school revenues.
8. How may a school library be established in a town or city of say 3,000 inhabitants?
9. What are all of the sources of school revenues in Indiana?
10. What are the duties and powers of county boards of education?

PRINCIPLES AND METHODS OF INSTRUCTION.

(Answer eight, but no more.)

1. State the difference between method and device.
2. Explain your method in teaching longitude in geography.
3. Indicate the devices that should be employed in the process of teaching longitude in geography.

4. What principles of mind should be observed in the process?
5. What principles of the subject of geography should be regarded?
6. State the main principles derived from the nature of mind that underlie method in grammar.
7. Name the principles derived from the nature of the subject-matter of grammar that underlie the method in grammar.
- 8 and 9. Give a brief explanation of your method in teaching grammar.
10. Explain and illustrate the difference between principle and method.

EDUCATIONAL PSYCHOLOGY.

(Any eight, but no more.)

1. What are the effects of arrest of development of the nervous system before birth, and during childhood, adolescence, and at maturing? Educational inferences?
2. What psychological explanations have been given of truancy, bullying and teasing, stealing, fighting, deceiving, hunting, collecting, boys' clubs, etc.?
3. Discuss the law of transiency of instincts (James) in its educational bearings. Is this law in harmony with President Hall's doctrine that rudimentary psychic processes are the necessary stepping stones to the highest development?
4. What is the order of development of the interest and ability of children in the grades, in history, definition of objects, drawing, regard for law, and freedom from superstition?
5. What are the main facts known about the period of adolescence?
6. Give a psychological and educational interpretation of play. Discuss opinions regarding it of Spencer, Groos, and Hall.
7. What does Dr. W. T. Harris mean by his three orders of thinking?
8. What is the mental training value of the study of a foreign language like Latin? Is this training value of use in all other subjects?
9. If you wish to gain the utmost possible proficiency in telegraphy or some other similar occupation, what would you have to do and what would be the course of your progress?
10. Discuss the doctrine of apperception in its educational applications.

EXPERIMENTAL PSYCHOLOGY.

(Any eight, but no more.)

1. Discuss the use of introspection in experimental psychology.
2. Explain the purpose and manipulation of the following instruments: The perimeter, color mixer, kymograph, aesthesiometer, chronoscope, ergograph, and automatograph.
3. Show how a psychological experiment is to be written up by describing one of the simple experiments upon after-images, stereoscopic vision, or visual illusions.
4. Write a syllabus of questions to ascertain what differences exist in the ability of individuals to recall sensations of taste.
5. Describe experiments for ascertaining what the simple sensory elements in the skin are!
6. What are the primary color sensations, and what are your reasons for selecting these? What is meant by color tone, saturation, intensity? What must a color theory explain and what seems to you to be true in the different theories proposed?
7. Describe tests for nearsightedness, astigmatism, color blindness, defective hearing and loss of muscular control. Where these defects exist among pupils, what should be the practice of the teacher and school authorities?
8. Describe experiments by which the bodily effects of the emotions or mental work may be studied. Draw diagrams of the apparatus that should be used.
9. What experiments show that the space perceptions of the adult are made up chiefly of the results of experience? What is the relation of movement and the sensations from movement in space perception? Cite experiments made in proof of your statements.
10. Describe the experimental work done in the study of one of the following topics: Mathematical prodigies, telegraphic language, the psychology of reading, fatigue, curves of mental activity, visual imagery, suggestibility of children, or hypnotism.

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12. PROFESSIONAL TRAINING.

a. INDIANA UNIVERSITY.

Probably the earliest attempt at professional training for teachers was that made by the board of trustees of Indiana university in 1839, when it was proposed to establish a professorship to prepare teachers for the common schools. There was no available fund for the work and nothing was accomplished. Another similar attempt was made in 1847 which was also unsuccessful. In 1852 the university trustees opened a normal school in connection with the preparatory department. This department was sustained at intervals more or less successful till 1873, when it was abandoned. Nothing of permanent value was attempted till 1886, when the department of pedagogy was established. This department has always been strong, and today has some of the recognized educational leaders in the state as professors.

b. STATE NORMAL SCHOOL.

The discussion in regard to the establishment of a state normal school began early. There was a wide diversity of opinion as to the wisdom of such an institution and it was not till 1865 that the general assembly saw fit to make provision for one. In his report in 1866 State Superintendent Hoss, after stating what the legislature had done in regard to a state normal, makes a labored attempt to justify the act. The idea of this school from the beginning was that it should be distinctly professional, and it has never departed from this notion. It has always made a distinction between merely training teachers in the mechanical manipulation of devices, and practice based upon an understanding of fundamental pedagogical principles. This last thing the school has striven to do, and any distinct merit it may possess is due to this fact. The school was opened in January, 1870, and from that day to this has grown in efficiency. The state has equipped the institution well and the substantial encouragement which it received at the hands of the last general assembly has given it new life and made it possible to realize some long cherished plans. It is now equipped to meet the demands for well prepared teachers in every department of public school work.

c. CITY TRAINING SCHOOLS.

A number of the larger cities in the state sustain training schools in connection with the city systems. In these high school graduates are given a course of training under professional supervisors before they are given regular places as teachers in the schools.

d. INDEPENDENT COLLEGES AND UNIVERSITIES.

The independent colleges and universities of the state in most instances offer courses for teachers in various academic branches and in pedagogy. The tendency is toward the equipment of strong pedagogical departments.

e. INDEPENDENT NORMALS.

Indiana has a number of very strong independent normal schools which offer training to teachers. Most of these schools are well equipped and do strong work both in theory and practice.

f. THE COUNTY INSTITUTE.

One of the strongest factors in professional training of teachers is the county institute. It has had an interesting development in Indiana and is at the present time in a transition stage. Educators in the state are working at the problem and it is hoped that something may be done to make the institute at once more professional and more practical. At present the institute is held in each county annually for one week. Instructors are employed and the work takes a wide range in topics discussed. The work may be said to be inspirational, cultural, professional and practical.

g. TOWNSHIP INSTITUTE.

Probably the most efficient work is done in the township institute. At least it is here that the largest number of teachers do systematic work looking toward better teaching. The state department of public instruction prepares each year a careful outline of the work that is to be done in the township institute and the county superintendent organizes the institutes and sees that the work is done. Every teacher in the township schools attends these institutes one day each month and has some personal work to do.

h. TEACHERS' READING CIRCLE.

The reading circle board selects each year two books which form part of the work outlined for the township institute. These books are generally professional and cultural and each township teacher is required to own them and study them.

i. TEACHERS' ASSOCIATIONS.

In addition to the above forces for professional training the associations may be mentioned. There is first the state teachers' association, which meets annually during the Christmas holiday at Indianapolis. Next there are the northern and southern Indiana associations, which meet annually during the spring vacation. Then there is the county association, which holds an annual meeting of two days, generally at the Thanksgiving holiday. All of these forces contribute to and keep alive the professional spirit among teachers. There never was a time in the state when there was larger professional zeal or larger determination to place the calling upon a higher plane every way.

VII. COMPULSORY EDUCATION.

A. THE LAW.

a. CHILDREN BETWEEN THE AGES OF SEVEN AND FOURTEEN YEARS MUST ATTEND SCHOOL.

The Law.—Every parent, guardian, or other person in the state of Indiana, having control or charge of any child or children between the ages of seven (7) and fourteen (14) years, inclusive, shall be required to send such child or children to a public, private or parochial school or to two or all [more] of these schools, each school year, for a term or period not less than that of the public schools of the school corporation where the child or children reside: Provided, That no child in good mental and physical condition shall for any cause, any rule or law to the contrary, be precluded from attending schools when such school is in session.

b. COUNTY TRUANT OFFICERS—DUTIES—MISDEMEANOR.

The county board of education of each county shall constitute a board of truancy whose duty it shall be to appoint on the first Monday in May of each year one truant officer in each county. The truant officer shall see that the provisions of this act are complied with, and when from personal knowledge or by report or complaint from any resident or teacher of the township under his supervision, he believes that any child subject to the provisions of this act is habitually tardy or absent from school, he shall immediately give written notice to the parent, guardian, or custodian of such child that the attendance of such child at school is required, and if within five (5) days such parent, guardian or custodian of said child does not comply with the provisions of this section, then such truant officer shall make complaint against such parent, guardian or custodian of such child in any court of record for violation of the provisions of this act: Provided, That only one notice shall be required for any child in any one year. Any such parent, guardian or custodian of child who shall violate the provisions of this act shall be adjudged guilty of a misdemeanor and upon conviction thereof shall be fined in any sum not less than five (\$5.00) nor more than twenty-five dollars (\$25.00), to which may be added, in the discretion of the court, imprisonment in the county jail not less than two nor more than ninety days.

c. TRUANT OFFICERS IN CITIES AND TOWNS.

A city having a school enumeration of five thousand or more children, or two or more cities and towns in any county having a combined school enumeration of five thousand or more, may, in the discretion of the county

ward of truancy, constitute a separate district for the administration of this act. Cities containing a school enumeration of ten thousand children or less shall have but one truant officer. Cities containing a school enumeration of more than ten thousand and less than twenty thousand children shall have two truant officers. Cities containing a school enumeration of twenty thousand and less than thirty thousand shall have three truant officers. Cities containing a school enumeration of thirty thousand and less than forty thousand children may have four truant officers. Cities containing a school enumeration of more than forty thousand children may have five truant officers to be selected by the board of school commissioners. The truant officers of cities and such separate districts shall enforce the provisions of this act in the manner and under such guidance as are prescribed by section 2 of this act. Truant officers of cities mentioned in this section shall be appointed by the board of school commissioners or board of school commissioners, respectively, of the city.

d. SALARY OF TRUANT OFFICER.

The truant officers shall receive from the county treasury two [dollars] \$2.00, for each day of actual service, to be paid by the county treasurer upon warrant signed by the county auditor: Provided, That no county auditor shall issue a warrant upon the county treasury for such service until the truant officer shall have filed an itemized statement of time employed in such service, and such statement shall have been certified to by the superintendent or superintendents of schools of the corporation or corporations in which such truant officer is employed and such claim have been allowed by the board of county commissioners: Provided, further, That no truant officer shall receive pay for more days than the average length of school term, in the county, cities or towns under his supervision.

e. REPORTS MUST BE MADE BY SCHOOL OFFICIALS.

All school officers and teachers are hereby required to make and furnish all reports that may be required by the superintendent of public instruction, by the board of state truancy or the truant officer, with reference to the workings of this act.

f. POOR CHILDREN ASSISTED.

If any parent, guardian or custodian of any child or children is too poor to furnish such child or children with the necessary books and clothing with which to attend school, then the school trustee of the township or the board of school trustees or commissioners of the city or incorporated town where such parent, guardian or custodian resides shall furnish temporary aid for such purpose, to such child or children, which aid shall be allowed and paid upon the certificate of such officers by the board of county commissioners of said county. Such township trustee, or board of school trustees, or commissioners shall at once make out and file with the auditor of the county a full list of the children so aided, and the board of county commissioners at their next regular meeting, shall investigate such cases and make such provision for such child or children as will enable them to continue in school as intended by this act.

g. PARENTAL HOMES FOR INCORRIGIBLE CHILDREN.

School commissioners, trustees and boards of trustees are empowered to maintain, either within or without the corporate limits of their corporations, a separate school for incorrigible and truant children. Any child or children who shall be truant or incorrigible may be compelled to attend such separate school for an indeterminate time.

h. CONFIRMED TRUANTS—SENT TO REFORM SCHOOLS.

Any child who absents itself from school habitually may be adjudged a confirmed truant by the truant officer and superintendent of the schools of the county or city. Such confirmed truant may be sentenced by the judge of the circuit court to the Indiana Boys' School, if a boy, or the industrial school for girls, if a girl, provided its age is within the limits set for admission to such institution. If deemed advisable by said judge, such incorrigible child or children may be sent to such other custodial institution within the state as may be designated by him. For its maintenance in such custodial institution, the school corporation in which it resides shall pay at the legal rate for supporting dependent children, twenty-five (25) cents per day, with such expenses of transportation as are necessary.

i. TAX FOR EXECUTING COMPULSORY EDUCATION LAW.

For the defraying of the increased expenditure necessary for the carrying out of the purposes of this act trustees of school townships, boards of school trustees or commissioners of cities and towns and boards of school commissioners are hereby empowered to levy in addition to any and all sums heretofore provided by law, any amount of special school revenue not exceeding ten (10) cents on the hundred (100) dollars of taxable property, such taxes to be levied and collected as all other special school revenue.

j. ENUMERATION OF CHILDREN.

In order that the provisions of this act may be more definitely enforced it is hereby provided that the enumerators of school children in taking the annual school census shall ascertain and record the place and date of birth of every child enumerated, and the parent, guardian or custodian of such child shall subscribe and take oath or affirmation that such record is true. The enumerator is hereby empowered to administer such oath or affirmation, and any parent, guardian or custodian of any child who shall refuse to take such oath or affirmation shall be adjudged guilty of a misdemeanor and upon conviction thereof shall be fined any sum not less than one dollar (\$1.00).

k. NAMES OF CHILDREN FURNISHED TRUANT OFFICER.

On the first day of school the trustees, boards of trustees, or commissioners of school corporations, shall furnish the truant officer with the names of the children of compulsory age who are enumerated on the

regular enumeration lists. These names shall be alphabetically arranged and give all the information contained in the regular enumeration returns. The county commissioners shall provide necessary postage and such blanks as may be required by the state board of truancy or the state superintendent of public instruction.

B. STATISTICS ON TRUANCY.

Truancy is the primary school of crime. This is the substance of the testimony of the judges of many juvenile courts. Since the establishment of children's courts in one after another of our larger cities, it has been found that most of the cases of juvenile delinquency began with truancy. A well-executed compulsory education law is of the greatest value as a preventive of crime. Since the enactment of the first truancy law in this state, in 1897, the results have been noteworthy. The reports of all of the truant officers for the last year have been compiled and the information gathered from them is as interesting as that of the preceding years.

The law provides for the appointment of one truant officer in each county, with additional officers in counties having large cities. This results in one officer in each of eighty-one counties, two in seven counties and three in three counties, while in Marion county the city of Indianapolis has five officers and the county one. Through the efforts of these 110 officials, 23,267 children were brought into school during the 1902-1903 term—22,135 to the public schools and 1,132 to the private or parochial institutions. This was accomplished at a financial outlay of \$19,209.91 for the salaries of officers and \$20,215.02 for clothing and books given poor children—a total of \$39,424.93, or an average of \$1.69 for each child brought into school. The aid furnished was given to 8,618 children, of whom 8,313 went to the public schools and 305 to the private schools. In the performance of their duties, the truant officers made 72,223 visits to the homes of truant children and the schools, and 15,650 days were spent in this service. Under the provision of the law which permits the truant officer to prosecute parents who violate the law, 325 prosecutions were made during the year, all but sixty-five of these being successful. In twenty-seven counties no prosecutions were made; in forty-five

there were from one to five. St. Joseph county had the highest number, twenty-five; Vigo came next with twenty-four; Jefferson county had twenty, Boone county, seventeen; Grant and Vermillion each thirteen, and Marion county eleven.

The officers of two counties, Steuben and Miami, report no children brought into school. Martin county reports one. Twenty-eight counties report less than 100; twenty-two counties from 100 to 200; fourteen counties from 200 to 300; thirteen counties from 300 to 400; five counties from 400 to 500. The following counties report the highest numbers: Madison, 568; Dubois, 627; Henry, 630; Laporte, 656; St. Joseph, 769; Marion, 2,049; Vigo, 2,485.

In a tabulated form the reports of truant officers for the school term 1902-1903 make the following showing:

Number truant officers in state.....	110
Total amount salaries paid.....	\$19,209.91
Number days spent in service.....	15,650
Number visits made.....	72,223
Number pupils brought into school.....	23,267
Number of above attending public schools.....	22,135
Number of above attending private schools.....	1,132
Number who received aid.....	8,618
Number aided attending public schools.....	8,313
Number aided attending private schools.....	305
Total cost of assistance given.....	20,215.02
Number of prosecutions.....	325
Number of prosecutions successful.....	260
Number of prosecutions not successful.....	65
Salaries	19,209.91
Assistance	20,215.02

Total cost of administering the law.....	\$39,424.93
Amount per capita spent for children brought into school.....	\$1.69
Amount per capita spent for children aided to attend school.....	2.34

C. THE INFLUENCE AND COST OF EXECUTING THE COMPULSORY EDUCATION LAW.

The number of children brought into the schools and the cost of enforcing the law since its passage in 1897 as shown by the reports of the secretary of the board of state charities are as follows:

	<i>No. Children Brought into the Schools.</i>	<i>Cost in Salaries and Assistance to Poor Children.</i>
1898	21,447	\$51,351 04
1899	19,160	43,442 54
1900	28,974	48,344 31
1901	25,025	47,686 98
1902	24,784	36,745 80
1903	23,267	39,424 93

D. THE CHILD-LABOR LAWS OF INDIANA ASSIST IN THE EXECUTION OF THE COMPULSORY EDUCATION LAW.

The child-labor law follows:

Sec. 2. No child under fourteen years of age shall be employed in any manufacturing or mercantile establishment, mine, quarry, laundry, renovating works, bakery or printing office within this state. It shall be the duty of every person employing young persons under the age of sixteen years to keep a register, in which shall be recorded the name, birthplace, age and place of residence of every person employed by him under the age of sixteen years; and it shall be unlawful for any proprietor, agent, foreman or other person connected with a manufacturing or mercantile establishment, mine, quarry, laundry, renovating works, bakery or printing office to hire or employ any young person to work therein without there is first provided and placed on file in the office an affidavit made by the parent or guardian, stating the age, date and place of birth of said young person; if such young person have no parent or guardian, then such affidavit shall be made by the young person, which affidavit shall be kept on file by the employer, and said register and affidavit shall be produced for inspection on demand made by the inspector, appointed under this act. There shall be posted conspicuously in every room where young persons are employed, a list of their names, with their ages, respectively. No young person under the age of sixteen years, who is not blind, shall be employed in any establishment aforesaid, who can not read and write simple sentences in the English language, except during the vacation of the public schools in the city or town where such minor lives. The chief inspector of the department of inspection shall have the power to demand a certificate of physical fitness from some regular physician in the case of young persons who may seem physically unable to perform the labor at which they may be employed, and shall have the power to prohibit the employment of any minor that can not obtain such a certificate."

E. ILLITERACY IN INDIANA.

The inquiry of the National Census Bureau with respect to the literacy of the population does not apply to persons under ten years of age, but "covers a return on the population schedule concerning the ability of each person ten years of age and over to read and write in any language; that is, the test of literacy is based upon one's ability to read and write not necessarily the English language, but the language ordinarily spoken by him." The inquiry into illiteracy naturally developed the fact that there are two classes of illiterates: (1) Persons who can neither read nor write; (2) persons who can read (in a limited way) but can not write. In giving the figures below both classes are represented in the totals and per cents. :

- I. Total population of United States, ten years of age and over:
 - (a) In 1880 36,761,607
 - (b) In 1890 47,413,559
 - (c) In 1900 57,949,824
- II. Illiterates in United States, ten years of age and over:
 - (a) In 1880 6,239,958
 - (b) In 1890 6,324,702
 - (c) In 1900 6,180,069
- III. Per cent. of illiteracy in United States:
 - (a) In 1880 17 per cent.
 - (b) In 1890 13.3 per cent.
 - (c) In 1900 10.7 per cent.
- IV. Total population of Indiana, ten years of age and over:
 - (a) In 1880 1,468,095
 - (b) In 1890 1,674,028
 - (c) In 1900 1,968,215
- V. Total illiterate population of Indiana, ten years of age and over:
 - (a) In 1880 110,761
 - (b) In 1890 105,829
 - (c) In 1900 90,539
- VI. Per cent. of illiteracy on total population of Indiana, ten years of age and over:
 - (a) In 1880 7.5 per cent.
 - (b) In 1890 6.3 per cent.
 - (c) In 1900 4.6 per cent.

(This showing is better than that of any other state lying to the east of us, save Ohio.)
- VII. Illiterate male population, ten years of age and over:
 1. In the United States -
 - (a) In 1880, 2,966,421, 15.8 per cent. of males of age as above.
 - (b) In 1890, 3,008,222, 12.4 per cent. of males of age as above.
 - (c) In 1900, 3,055,056, 10.2 per cent. of males of age as above.

2. In Indiana—

- (a) In 1880, 52,033, 6.9 per cent. of males of age as above.
- (b) In 1890, 49,505, 5.8 per cent. of males of age as above.
- (c) In 1900, 43,763, 4.3 per cent. of males of age as above.

VIII. Illiterate female population, ten years of age and over:

1. In the United States—

- (a) In 1880, 3,273,537, 18.2 per cent. of females of age as above.
- (b) In 1890, 3,316,480, 14.4 per cent. of females of age as above.
- (c) In 1900, 3,191,801, 11.3 per cent. of females of age as above.

2. In Indiana—

- (a) In 1880, 58,728, 8.2 per cent. of females of age as above.
- (b) In 1890, 56,324, 6.9 per cent. of females of age as above.
- (c) In 1900, 46,776, 4.9 per cent. of females of age as above.

IX. Illiterate native white population, ten years of age and over:

1. In the United States—

	<i>Total Population of Such Age.</i>	<i>Illiterate Population of Such Age.</i>	<i>Per Cent.</i>
(a) In 1880	25,785,780	2,255,460	8.7
(b) In 1890	33,144,187	2,065,003	6.2
(c) In 1900	41,363,565	1,916,434	4.6

2. In Indiana:—

(a) In 1880	1,297,150	87,786	6.8
(b) In 1890	1,495,302	78,638	5.3
(c) In 1900	1,780,458	63,800	3.6

(This is larger than in the New England and Eastern states.)

X. Illiterate colored population,* ten years of age and over:

1. In the United States—

	<i>Total Population of Age as Above.</i>	<i>Total Illiterate Population—Kind and Age as Above.</i>	<i>Per Cent.</i>
(a) In 1880	4,601,207	3,220,878	70.0
(b) In 1890	5,482,485	3,112,128	56.8
(c) In 1900	6,810,934	3,037,252	44.6

2. In Indiana—

(a) In 1880	29,140	10,363	35.6
(b) In 1890	35,694	11,495	32.2
(c) In 1900	47,355	10,680	22.6

XI. Illiterate negro population, ten years of age and over:

1. In the United States—

(a) In 1900.....Males	43.0 per cent.
(b) In 1900.....Females	45.8 per cent.
(c) In 1900.....Both sexes	44.4 per cent.

2. In Indiana—

(a) In 1900.....Males	21.7 per cent.
(b) In 1900.....Females	23.4 per cent.
(c) In 1900.....Both sexes	22.6 per cent.

*Persons of negro descent, Chinese, Japanese and Indians.

XII. Illiterate native white population of native parentage, ten to four teen years of age:

1. In the United States—

(a) In 1890	6.7 per cent.
(b) In 1900	4.4 per cent.

2. In Indiana—

(a) In 1890	2.0 per cent.
(b) In 1900	0.5 per cent.
(Good showing for modern schools.)	

XIII. Illiterate foreign white population, ten to fourteen years of age:

1. In the United States -

(a) In 1890	5.9 per cent
(b) In 1900	5.6 per cent.

2. In Indiana—

(a) In 1890	3.4 per cent.
(b) In 1900	2.0 per cent.
(Good showing.)	

XIV. Illiterate negro population, ten to fourteen years of age:

1. In the United States—

(a) In 1900	30.1 per cent.
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2. In Indiana—

(b) In 1900	1.5 per cent.
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board of truancy, constitute a separate district for the administration of this act. Cities containing a school enumeration of ten thousand children or less shall have but one truant officer. Cities containing a school enumeration of more than ten thousand and less than twenty thousand children shall have two truant officers. Cities containing a school enumeration of twenty thousand and less than thirty thousand shall have three truant officers. Cities containing a school enumeration of thirty thousand and less than forty thousand children may have four truant officers. Cities containing a school enumeration of more than forty thousand children may have five truant officers to be selected by the board of school commissioners. The truant officers of cities and such separate districts shall enforce the provisions of this act in the manner and under such penalties as are prescribed by section 2 of this act. Truant officers of cities mentioned in this section shall be appointed by the board of school trustees or board of school commissioners, respectively, of the city.

d. SALARY OF TRUANT OFFICER.

The truant officers shall receive from the county treasury two [dollars] (\$2) for each day of actual service, to be paid by the county treasurer upon warrant signed by the county auditor: Provided, That no county auditor shall issue a warrant upon the county treasury for such service until the truant officer shall have filed an itemized statement of time employed in such service; and such statement shall have been certified to by the superintendent or superintendents of schools of the corporation or corporations in which such truant officer is employed and such claim have been allowed by the board of county commissioners: Provided, further, That no truant officer shall receive pay for more days than the average length of school term, in the county, cities or towns under his supervision.

e. REPORTS MUST BE MADE BY SCHOOL OFFICIALS.

All school officers and teachers are hereby required to make and furnish all reports that may be required by the superintendent of public instruction, by the board of state truancy or the truant officer, with reference to the workings of this act.

f. POOR CHILDREN ASSISTED.

If any parent, guardian or custodian of any child or children is too poor to furnish such child or children with the necessary books and clothing with which to attend school, then the school trustee of the township, or the board of school trustees or commissioners of the city or incorporated town where such parent, guardian or custodian resides shall furnish temporary aid for such purpose, to such child or children, which aid shall be allowed and paid upon the certificate of such officers by the board of county commissioners of said county. Such township trustee, or board of school trustees, or commissioners shall at once make out and file with the auditor of the county a full list of the children so aided, and the board of county commissioners at their next regular meeting, shall investigate such cases and make such provision for such child or children as will enable them to continue in school as intended by this act.

g. PARENTAL HOMES FOR INCORRIGIBLE CHILDREN.

School commissioners, trustees and boards of trustees are empowered to maintain, either within or without the corporate limits of their corporations, a separate school for incorrigible and truant children. Any child or children who shall be truant or incorrigible may be compelled to attend such separate school for an indeterminate time.

h. CONFIRMED TRUANTS—SENT TO REFORM SCHOOLS.

Any child who absents itself from school habitually may be adjudged a confirmed truant by the truant officer and superintendent of the schools of the county or city. Such confirmed truant may be sentenced by the judge of the circuit court to the Indiana Boys' School, if a boy, or the industrial school for girls, if a girl, provided its age is within the limits set for admission to such institution. If deemed advisable by said judge, such incorrigible child or children may be sent to such other custodial institution within the state as may be designated by him. For its maintenance in such custodial institution, the school corporation in which it resides shall pay at the legal rate for supporting dependent children, twenty-five (25) cents per day, with such expenses of transportation as are necessary.

i. TAX FOR EXECUTING COMPULSORY EDUCATION LAW.

For the defraying of the increased expenditure necessary for the carrying out of the purposes of this act trustees of school townships, boards of school trustees or commissioners of cities and towns and boards of school commissioners are hereby empowered to levy in addition to any and all sums heretofore provided by law, any amount of special school revenue not exceeding ten (10) cents on the hundred (100) dollars of taxable property, such taxes to be levied and collected as all other special school revenue.

j. ENUMERATION OF CHILDREN.

In order that the provisions of this act may be more definitely enforced it is hereby provided that the enumerators of school children in taking the annual school census shall ascertain and record the place and date of birth of every child enumerated, and the parent, guardian or custodian of such child shall subscribe and take oath or affirmation that such record is true. The enumerator is hereby empowered to administer such oath or affirmation, and any parent, guardian or custodian of any child who shall refuse to take such oath or affirmation shall be adjudged guilty of a misdemeanor and upon conviction thereof shall be fined any sum not less than one dollar (\$1.00).

k. NAMES OF CHILDREN FURNISHED TRUANT OFFICER.

On the first day of school the trustees, boards of trustees, or commissioners of school corporations, shall furnish the truant officer with the names of the children of compulsory age who are enumerated on the

regular enumeration lists. These names shall be alphabetically arranged and give all the information contained in the regular enumeration returns. The county commissioners shall provide necessary postage and such blanks as may be required by the state board of truancy or the state superintendent of public instruction.

B. STATISTICS ON TRUANCY.

Truancy is the primary school of crime. This is the substance of the testimony of the judges of many juvenile courts. Since the establishment of children's courts in one after another of our larger cities, it has been found that most of the cases of juvenile delinquency began with truancy. A well-executed compulsory education law is of the greatest value as a preventive of crime. Since the enactment of the first truancy law in this state, in 1897, the results have been noteworthy. The reports of all of the truant officers for the last year have been compiled and the information gathered from them is as interesting as that of the preceding years.

The law provides for the appointment of one truant officer in each county, with additional officers in counties having large cities. This results in one officer in each of eighty-one counties, two in seven counties and three in three counties, while in Marion county the city of Indianapolis has five officers and the county one. Through the efforts of these 110 officials, 23,267 children were brought into school during the 1902-1903 term—22,135 to the public schools and 1,132 to the private or parochial institutions. This was accomplished at a financial outlay of \$19,209.91 for the salaries of officers and \$20,215.02 for clothing and books given poor children—a total of \$39,424.93, or an average of \$1.69 for each child brought into school. The aid furnished was given to 8,618 children, of whom 8,313 went to the public schools and 305 to the private schools. In the performance of their duties, the truant officers made 72,223 visits to the homes of truant children and the schools, and 15,650 days were spent in this service. Under the provision of the law which permits the truant officer to prosecute parents who violate the law, 325 prosecutions were made during the year, all but sixty-five of these being successful. In twenty-seven counties no prosecutions were made; in forty-five

there were from one to five. St. Joseph county had the highest number, twenty-five; Vigo came next with twenty-four; Jefferson county had twenty, Boone county, seventeen; Grant and Vermillion each thirteen, and Marion county eleven.

The officers of two counties, Steuben and Miami, report no children brought into school. Martin county reports one. Twenty-eight counties report less than 100; twenty-two counties from 100 to 200; fourteen counties from 200 to 300; thirteen counties from 300 to 400; five counties from 400 to 500. The following counties report the highest numbers: Madison, 568; Dubois, 627; Henry, 630; Laporte, 656; St. Joseph, 769; Marion, 2,049; Vigo, 2,485.

In a tabulated form the reports of truant officers for the school term 1902-1903 make the following showing:

Number truant officers in state.....	110
Total amount salaries paid.....	\$19,209.91
Number days spent in service.....	15,650
Number visits made.....	72,223
Number pupils brought into school.....	23,267
Number of above attending public schools.....	22,135
Number of above attending private schools.....	1,132
Number who received aid.....	8,618
Number aided attending public schools.....	8,313
Number aided attending private schools.....	305
Total cost of assistance given.....	20,215.02
Number of prosecutions.....	325
Number of prosecutions successful.....	260
Number of prosecutions not successful.....	65
Salaries	19,209.91
Assistance	20,215.02

Total cost of administering the law.....	\$39,424.93
Amount per capita spent for children brought into school.....	\$1.69
Amount per capita spent for children aided to attend school.....	2.34

C. THE INFLUENCE AND COST OF EXECUTING THE COMPULSORY EDUCATION LAW.

The number of children brought into the schools and the cost of enforcing the law since its passage in 1897 as shown by the reports of the secretary of the board of state charities are as follows:

	<i>No. Children Brought into the Schools.</i>	<i>Cost in Salaries and Assistance to Poor Children.</i>
1898	21,447	\$51,351 04
1899	19,160	43,442 54
1900	28,974	48,344 31
1901	25,025	47,686 98
1902	24,784	36,745 80
1903	23,267	39,424 93

D. THE CHILD-LABOR LAWS OF INDIANA ASSIST IN THE EXECUTION OF THE COMPULSORY EDUCATION LAW.

The child-labor law follows:

Sec. 2. No child under fourteen years of age shall be employed in any manufacturing or mercantile establishment, mine, quarry, laundry, renovating works, bakery or printing office within this state. It shall be the duty of every person employing young persons under the age of sixteen years to keep a register, in which shall be recorded the name, birthplace, age and place of residence of every person employed by him under the age of sixteen years; and it shall be unlawful for any proprietor, agent, foreman or other person connected with a manufacturing or mercantile establishment, mine, quarry, laundry, renovating works, bakery or printing office to hire or employ any young person to work therein without there is first provided and placed on file in the office an affidavit made by the parent or guardian, stating the age, date and place of birth of said young person; if such young person have no parent or guardian, then such affidavit shall be made by the young person, which affidavit shall be kept on file by the employer, and said register and affidavit shall be produced for inspection on demand made by the inspector, appointed under this act. There shall be posted conspicuously in every room where young persons are employed, a list of their names, with their ages, respectively. No young person under the age of sixteen years, who is not blind, shall be employed in any establishment aforesaid, who can not read and write simple sentences in the English language, except during the vacation of the public schools in the city or town where such minor lives. The chief inspector of the department of inspection shall have the power to demand a certificate of physical fitness from some regular physician in the case of young persons who may seem physically unable to perform the labor at which they may be employed, and shall have the power to prohibit the employment of any minor that can not obtain such a certificate."

E. ILLITERACY IN INDIANA.

The inquiry of the National Census Bureau with respect to the literacy of the population does not apply to persons under ten years of age, but "covers a return on the population schedule concerning the ability of each person ten years of age and over to read and write in any language; that is, the test of literacy is based upon one's ability to read and write not necessarily the English language, but the language ordinarily spoken by him." The inquiry into illiteracy naturally developed the fact that there are two classes of illiterates: (1) Persons who can neither read nor write; (2) persons who can read (in a limited way) but can not write. In giving the figures below both classes are represented in the totals and per cents. :

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 - (a) In 1880 7.5 per cent.
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(This showing is better than that of any other state lying to the east of us, save Ohio.)
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 1. In the United States:
 - (a) In 1880, 2,966,421, 15.8 per cent. of males of age as above.
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2. In Indiana—

- (a) In 1880, 52,033, 6.9 per cent. of males of age as above.
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- (b) In 1890, 3,316,480, 14.4 per cent. of females of age as above.
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2. In Indiana—

- (a) In 1880, 58,728, 8.2 per cent. of females of age as above.
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- (c) In 1900, 46,776, 4.9 per cent. of females of age as above.

IX. Illiterate native white population, ten years of age and over:

1. In the United States—

	<i>Total Population of Such Age.</i>	<i>Illiterate Population of Such Age.</i>	<i>Per Cent.</i>
(a) In 1880	25,785,789	2,255,460	8.7
(b) In 1890	33,144,187	2,065,003	6.2
(c) In 1900	41,363,565	1,916,434	4.6

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(a) In 1880	1,297,150	87,786	6.8
(b) In 1890	1,495,302	78,638	5.3
(c) In 1900	1,780,458	63,800	3.6

(This is larger than in the New England and Eastern states.)

X. Illiterate colored population,* ten years of age and over:

1. In the United States—

	<i>Total Population of Age as Above.</i>	<i>Total Illiterate Population—Kind and Age as Above.</i>	<i>Per Cent.</i>
(a) In 1880	4,601,207	3,220,878	70.0
(b) In 1890	5,482,485	3,112,128	56.8
(c) In 1900	6,810,934	3,037,252	44.6

2. In Indiana—

(a) In 1880	29,140	10,363	35.6
(b) In 1890	35,694	11,495	32.2
(c) In 1900	47,355	10,680	22.6

XI. Illiterate negro population, ten years of age and over:

1. In the United States—

(a) In 1900.....Males	43.0 per cent.
(b) In 1900.....Females	45.8 per cent.
(c) In 1900.....Both sexes	44.4 per cent.

2. In Indiana—

(a) In 1900.....Males	21.7 per cent.
(b) In 1900.....Females	23.4 per cent.
(c) In 1900.....Both sexes	22.6 per cent.

*Persons of negro descent, Chinese, Japanese and Indians.

XII. Illiterate native white population of native parentage, ten to four teen years of age:

1. In the United States—

(a) In 1890	6.7 per cent.
(b) In 1900	4.4 per cent.

2. In Indiana—

(a) In 1890	2.0 per cent.
(b) In 1900	0.5 per cent.
(Good showing for modern schools.)	

XIII. Illiterate foreign white population, ten to fourteen years of age:

1. In the United States—

(a) In 1890	5.9 per cent
(b) In 1900	5.6 per cent.

2. In Indiana—

(a) In 1890	3.4 per cent.
(b) In 1900	2.0 per cent.
(Good showing.)	

XIV. Illiterate negro population, ten to fourteen years of age:

1. In the United States—

(a) In 1900	30.1 per cent.
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2. In Indiana—

(b) In 1900	1.5 per cent.
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VIII. TEACHERS' AND YOUNG PEOPLE'S READING CIRCLES.

1. TEACHERS' READING CIRCLE.

At a meeting of the Indiana teachers' association held at Indianapolis December, 1883, the first steps were taken toward the organization of the Indiana teachers' reading circle. According to a resolution introduced by W. A. Bell it was decided that this circle be under the care and direction of the association and that this association choose a board of directors, select a course of professional and literary reading, issue certificates of progress and grant diplomas as evidence of its completion.

The first meeting of the board of directors was held February, 1884. At this meeting, after a full discussion of the ways and means to be employed, a committee on plans of organization was appointed. A month later this committee reported the following plan:

THE PLAN OF ORGANIZATION.

(See Present Plan of Organization at close of this division.)

1. Any teacher or other persons in the state of Indiana may become a member of this circle by forwarding his name to the manager of his county, together with a pledge faithfully to pursue the prescribed course of study, and paying a fee of twenty-five cents for the present year, and for future years, such fees as may be decided upon at the beginning of the year.

2. In case there is no manager within a county, any teacher may become a member of the state circle and receive all the benefits of the same by applying to the manager of an adjoining county. The members of the state circle resident in any town, township or neighborhood, may form a local circle which shall meet once every week or fortnight, as they may elect, for the purpose of reading and discussion.

3. Each local circle shall elect a secretary, whose name shall be reported to the county manager, and who shall act as the medium of communication between the local circle and the county manager; but this provision shall not preclude the possibility of individuals who are not members of a local circle reporting directly to the county manager.

4. The general direction of the work in each county shall be placed in charge of the county superintendent or other person to be appointed by the state board of directors, who shall be called the county manager.

5. It shall be the duty of the county manager to transmit to the teachers of his county all circulars, books, examination questions, etc., issued by the board of directors; to solicit and transmit to the board of directors names of members and membership fees, and all examination papers, etc., that shall be called for; and to discharge all duties that may devolve upon him as the medium of communication between the local circle and the board of directors.

6. The board of directors shall establish and maintain at the capital of the state a bureau under the charge of the secretary of the board, to whom all communications from county managers shall be addressed. Said bureau shall, for the present, be located at the office of the state superintendent of public instruction.

7. It shall be the duty of the state board of directors to arrange and prescribe two or more lines of reading, along which the reading of the local circle and individual members shall be pursued; but the amount of reading to be done within any given time and other details of the work not herein provided for shall be arranged by the county manager in conjunction with the secretaries of the local circles of the county.

8. It shall be the duty of the state board of directors to make provisions for all requisite examinations of the issuance of certificates and diplomas.

The results of the first four years of the history of the circle very fully justified the efforts made to improve the professional spirit among the teachers of the state. It had been proved beyond a doubt that the teachers were growing, were becoming more interested, more skillful, more intelligent in their work. However, much progress had been made, there was an important step taken in 1888 in the adoption, as a part of the reading for the next year, Hawthorne's "Marble Faun" and Carlyle's "Heroes and Hero Worship." The work done in the study of real literature rather than a study about literature was an epoch-making experience among the rank and file of the teachers of the state. When they had completed the year's work, helped by a suggestive plan of study for the Marble Faun, for instance, they had learned something about how to get real culture from the poet, and the novelist. In short this year's work marked a period of greatest growth in character, in insight, that the circle had yet known. Many teachers had been reached and helped who had not had opportunities in normal schools and colleges. Many were so inspired by their entrance into the fields of truth. It had been felt by many that this pursuit of

general culture contributes more to the equipment of the teacher than does the study of purely professional lines of thought.

The state board of education has recognized the importance of the teachers' reading circle to the profession by offering credits on examination for county and state licenses. At the October meeting, 1885, the following order was passed by the board: "Ordered that the reading circle examinations in the science of teaching (science of education or theory) be accepted by the county superintendents in place of the county examinations on that subject, and that the average of their four successive yearly examinations in the science of teaching be accepted by the state board of education in the examination for state certificates."

Again at the May meeting, 1896, the following order was unanimously adopted: "Ordered that the reading circle examinations in the general culture book be accepted by the county superintendents in place of the county examinations in literature, and that the average of their four successive yearly examinations in the general culture books be accepted by the state board (of education) in the examinations for state certificates."

The growth of interest has been most gratifying. It is not an unusual thing for a new venture to meet with success in the beginning and then gradually lose its hold and pass into neglect, leaving little but a remembered failure. But the Indiana teachers' reading circle has steadily grown, each year fully justifying its existence by the improvement in the work done in the schools as a direct result of the fostering of higher educational standards, and of encouraging a finer professional spirit.

The membership for 1887-8 was in round numbers 7,000, every county in the state, and in thirty counties almost every district, being represented in this membership.

The membership for 1902-3 was 13,274, every county in the state being represented. This was an average of 144 members for each county. The highest membership for any one county was 300; the lowest 52. These two counties had 356 and 78 teachers respectively.

2. YOUNG PEOPLE'S READING CIRCLE.

In the summer of 1887, at a meeting of the state association of county superintendents a report of the very satisfactory progress made by the teachers' reading circle in the four years then passed, was presented. After this report was made it was suggested that the work should begin with the children. Following this suggestion, at a meeting of the state teachers' association in 1887, a committee was appointed to consider the feasibility of such a movement and this committee made the following report which was unanimously adopted by the association:

We regard the subject one of the highest importance. To place the general reading of the half million of children of the public schools under competent guidance and control, even to a limited extent, would in our judgment, be productive of most beneficial results. To substitute for the trashy and often vicious reading matter, which finds its way into the hands of children and youth, a grade of literature at once sound in its content, chaste in its language and imagery, and pure in its moral tone, is an end which may properly command the best and most earnest efforts of this association, and of the teachers of Indiana. To your committee the enterprise proposed seems a means for accomplishing, in a measure, this highly desirable end.

By vote of the association the organization and management of a young people's reading circle was referred to the board of directors of the teachers' reading circle. Accordingly the work was at once undertaken. The guiding thought from the beginning has been to avoid making the reading in any sense a task. There has been done everything to avoid the routine of school work for it has been felt that the purpose of the reading would be largely defeated if the children should come to look upon it as an additional task to be performed under compulsion. There have been no examinations given, no set ways of reading suggested. The purpose of introducing the children to the best in books suited to their needs has been felt to be the highest service that could be performed in this connection. Of course, much good has been done by tactful teachers in making the children desirous of looking into these books for themselves.

It has been the aim to place no book upon these children's lists from year to year which was not worthy as literature. Whatever quality it might possess of value, however interesting, however full of information, the book has been subjected to scrutiny as to

whether it were an artistic production, worthy as literature, whether a beautiful expression of truth. Books have been selected appealing to a wide variety of tastes and interests. Books of fiction, travel, biography, science, nature study, poetry, history have been included.

Under the plan of organization the reading of one book in the year's list is sufficient to constitute a membership in the circle. A card of membership has been awarded each member.

The wisdom of separating the reading of these books from the regular school work has impressed itself more and more upon those who have observed the progress of the work. There has been all over the state a very noticeable elevation of the taste. A very strong current of influence has set in against the trashy vicious stuff so much of which is waiting to corrupt the morals of the youth of many communities. These books selected for the young people have done their good work not only for the children but they have gone into the homes and have interested the older members of the family. So they have created a demand for more of the best books.

From sixteen to twenty books are selected for each year, distributed into five groups: (1) Those for second grade, (2) those for third grade, (3) those for fourth and fifth grades, (4) those for sixth and seventh grades, (5) those for eighth and advanced grades.

Previous to the year 1902-03, 352,481 books had been distributed throughout the state. During this same year and up to April 1, 1904, 114,132 were added, making a grand total of 466,613 books now in the young people's reading circle libraries. This makes an average of 5,071 for each county. The highest number owned by any one county is 16,369; the lowest 631.

The enumeration for 1902-03 was 560,523 children of school age. Of this number more than 200,000 were members of the circle.

Within the twenty years that this work has been carried on, experience has suggested various changes in the organization and management of the affairs. At first, when the work was new, there were many difficulties which have gradually been overcome. One of the most gratifying results observed has been the fact that such a market for the best books has been created that the very best

publishers have come to think it worth their while to supply books at very much lower rates than had before been possible.

In 1886 by action of the state teachers' association, the state superintendent of public instruction was made, "ex-officio," a member of the board of directors of the reading circle.

Another change was made in the abolition of both membership and examination fees from members. During the first three years of the circle there were charged a fee of twenty-five cents for membership, and an additional twenty-five cents for examination, the former going to the board of directors, and constituting a fund for running expenses, the latter to county managers as remuneration for the examinations. The returns from both were so small as to meet but a fraction of the expense. So no remuneration was furnished for time spent or services rendered by either local or state directors. In 1887, with the prospect of larger sales, somewhat lower rates were secured from publishers with the provision also that the discount usually allowed the trade should be paid to the board. This arrangement proved a double gain in that it secured to teachers a lower rate on the books, and gave a definite income for the management in proportion to the membership.

PRESENT PLAN OF ORGANIZATION.

In December, 1897, the following constitution, rules and regulations for the government of the board of directors were authorized by the state teachers' association:

1. The Indiana state teachers' association hereby constitutes the board of directors for the Indiana teachers' and young people's reading circles, and adopts the following rules and regulations for its government.

2. The aforesaid board of directors shall be composed of seven members, including the state superintendent of public instruction, who shall be ex-officio a member of the board. Of the remaining six members, at least one shall be a county superintendent; at least one a city superintendent, and the remainder shall be chosen from the teaching profession at large.

3. No member of a publishing firm, or agent of such firm, shall be eligible to membership on this board. Should any member of this board become a member of a publishing firm, or agent of such firm, within the term for which he was appointed to this board, his membership herein shall immediately cease, and the state teachers' association shall at its next meeting fill the vacancy thus arising from the unexpired portion of said term.

4. The members of this board, except the state superintendent of public instruction, whose membership shall be concurrent with his incumbency of the state superintendency, shall be appointed by the state teachers' association in annual convention for a term of three years, or until their successors are appointed.

5. Should any member of the board of directors leave the teaching profession or quit active school work, his membership shall immediately cease. At each annual meeting of the state teachers' association, the members of the reading circle board of directors shall meet and organize for the ensuing year.

7. The members of this board shall receive a per diem of four dollars and actual expenses, for all time employed in discharging the duties devolving upon them as members of said board; but no member shall receive any additional per diem or salary as an officer of the board. The board shall allow and pay the secretary such reasonable salary as will be a fair compensation for the duties performed.

8. It shall be the duty of this board to plan a course of reading from year to year, to be pursued by the public school teachers of Indiana, to provide for examination on the said course and to prepare questions for the same; to issue certificates to such teachers as pass the examination satisfactorily, and to issue diplomas to such teachers as pass the examinations in four successive years satisfactorily.

It shall also be the duty of this board to plan a course of reading, from year to year, to be pursued by the pupils in the public schools in Indiana, and to make such rules and regulations as to examinations, certificates and diplomas, in the young people's reading circle, as the board may deem desirable and practicable.

It shall be the further duty of this board to select the books to be read in such teachers' and young peoples courses; to make the most favorable terms with the publishers as to prices of such books to members of the two reading circles, and to provide a plan for a convenient and inexpensive distribution of the books to the teachers and pupils.

9. At each annual meeting of the state teachers' association, this board shall make a report of the receipts and disbursements for the year just closing and of such other items as in its judgment shall be of interest to the association, or as the association may from time to time request. At each annual meeting of the association, an auditing committee shall be appointed for the coming year, to audit the books and accounts of the reading circle board. At each meeting of the association, the report of this auditing committee shall be appended to the report of the board of directors and shall be a part of the report of that board to the state teachers' association.

10. This constitution, rules and regulations may be amended, revised, or annulled by a majority vote at any annual meeting of the Indiana state teachers' association.

IX. ASSOCIATIONS AND INSTITUTES.

A. ASSOCIATIONS.

1. STATE TEACHERS' ASSOCIATION.

a. HISTORICAL SKETCH.

Prepared by A. C. Shortridge, W. A. Bell, W. E. Henry, Committee appointed by State Teachers' Association, December, 1903.

In accordance with resolutions previously passed by teachers' meetings held at Shelbyville and Salem, a circular was issued for the purpose of calling a "convention of practical teachers" with a view to the organization of a permanent "state teachers' association."

This circular was signed by the following persons:

Caleb Mills, E. P. Cole, B. L. Lang, O. J. Wilson, G. W. Hoss, Chas. Barnes, John Cooper, M. M. C. Hobbs, Rufus Patch, T. Taylor, J. Bright, Cyrus Nutt, James G. May, B. T. Hoyt, Lewis A. Estes, J. S. Ferris, R. B. Abbott, Geo. A. Chase, Silas Baily.

In pursuance of the above call a convention was held in Indianapolis, December 25, 1854.

The first president was Rev. Wm. M. Daily, president of the state university.

The first constitution, which has never been materially changed, was prepared by Prof. Caleb Mills, then state superintendent of public instruction.

The preamble to this constitution is worth remembering. It reads:

As harmony and concert of action are highly necessary for the thorough and entire accomplishment of any important purpose; and believing that it is especially so in the department of education, we, the undersigned, as a means of elevating the profession of teaching, and of promoting the interests of schools in Indiana, associate ourselves together under the following constitution.

The addresses at this first meeting were as follows:

"Importance of civil polity as a branch of common school education," by Prof. Daniel Read, of the state university; "Graded schools," by Dr. A. D. Lord, of Columbus, Ohio, editor of the *Educational Monthly*; "Drawing in schools," by Prof. J. Brainard, of Cleveland, Ohio; "Use of the Bible in schools," by Dr. R. J. Breckenridge, of Kentucky, author of the public school system of Kentucky; "Female education," by Hon. E. D. Mansfield, of Ohio; and the principal address of the session was on "The duty of the state to provide for and control the education of youth," by Hon. Horace Mann, then president of Antioch College, of Yellow Springs, Ohio.

The record shows that Calvin Cutter, of Massachusetts, was present, but it does not show that he made an address. It will be remembered that Calvin Cutter was the author of one of the first if not the first public school physiology ever published.

In addition to the above addresses the association considered the following:

The supreme court had, a short time before this, rendered a decision to the effect that local taxation for the payment of teachers in the district schools was illegal. The supreme court, in 1857, made a similar decision in regard to incorporated towns and cities. This made it impossible to keep the public schools open more than from two to four months in the year. This was a vital matter with the teachers and it was one of the live topics in every association for several years.

After discussion a committee was appointed in regard to the establishment of an educational journal with Mr. E. P. Cole as chairman.

A resolution was adopted favoring the addition of history, physiology, political and moral science, to the curriculum of common school studies. It was

Resolved, That the members of this association will exert their utmost efforts to have the Bible introduced as a reader or class book into every school in the state, in which it is not thus used already.

Resolved, That we recommend to the legislature of this state to create the office of circuit superintendent of public instruction, and to make it one of the duties of that officer to hold a series of teachers' institutes during each year, in his circuit.

Resolved, That in case such action is not taken by our next legislature, we hereby instruct our executive committee to hold institutes in different parts of the state in the name of this association.

Resolved, That we, as teachers, will use all our efforts to organize county associations in our respective counties and report our progress at the next meeting of our state association.

Resolved, That the delegates present, as far as practicable, appoint a committee of one, whose duty it shall be to report the condition and character of the public schools in his county at the next meeting of this association.

Resolved, That a committee of three be appointed to investigate the claims of the phonetic method of spelling . . . and give their views of the propriety of introducing it into the common schools of the state.

Resolved, That this association recommend to the county examiners, throughout the state, to observe strictly the provisions of our school law in licensing teachers; or if any case be found in which circumstances seem to demand the licensing of teachers of defective qualifications for a short time, the examiner should inform such teacher that he will not receive a second license until the requisitions of the law shall be fully satisfied.

Resolved, unanimously, As the opinion of this association that the tax for school libraries ought to be continued for another period of three years, as a great instrumentality of popular education.

These resolutions were not reported by a resolution committee, and adopted as a whole, but were introduced from session to session and discussed separately.

It will be seen from the above that many subjects vital to the welfare of the schools of the state were considered in this first meeting of the association, and they indicate the general purpose of the organization.

Among the charter members were many who continued for years to exercise a large influence in shaping the educational forces of the state. Among the more conspicuous of these are Cyrus Nutt, then of Centerville, but afterward for many years president of the state university; B. T. Hoyt, then of Lawrenceburg, afterward professor in Asbury, now DePauw, university; James G. May, of New Albany, who continued in active work till he was the oldest teacher in the state; Chas. Barnes, for many years superintendent of the Madison schools; Rufus Patch, for many years principal of the Ontario academy in Lagrange county; E. P. Cole, then of Indianapolis, but afterwards of Bloomington; Miles J. Fletcher, afterward superintendent of public instruction; John B. Dillon, Indiana's most noted historian; Geo. W. Hoss,

afterward state superintendent and professor in the state university, and for many years editor of *Indiana School Journal*; Caleb Mills, the second state superintendent of public instruction, for many years connected with Wabash college, but always interested in the public schools; Geo. A. Chase, superintendent of the Rushville schools, who was the first secretary of the state association; W. D. Henkle, the second editor of the *Indiana School Journal*, and afterward state school commissioner of Ohio; Moses C. Stephens, of Richmond, for many years professor of mathematics in Purdue university; John Cooper, then of Dublin, but afterward superintendent of the schools at Richmond and later of Evansville; and A. C. Shortridge, then of Milton, but afterward for many years superintendent of the Indianapolis schools and later president of Purdue university.

Out of the 178 charter members, now at the end of fifty years, only four of them are living, so far as the committee can learn, viz.: Hoss, Stevens, Cooper and Shortridge.

It will be noticed that the enrollment of this association reached 178, which was a larger per cent. of the teachers at that time than is an attendance of 1,000 of the teachers now employed in the state, and this in face of the fact that at that time but few railroads entered Indianapolis.

The second meeting of the association was held at Madison, December 26, 27, 28, 1855. At this meeting the committee appointed at the previous meeting reported in favor of establishing an educational journal, and after discussion it was

Resolved. That this association will publish an educational journal, similar in size and typographical execution to the *Ohio Journal of Education*, that this journal be conducted by nine editors appointed by this association, one of whom shall be styled the resident editor, and that the journal shall be furnished to subscribers at one dollar per annum.

Geo. B. Stone, superintendent of the Indianapolis schools, was appointed resident editor. Members of the association present subscribed for 425 copies, and the first issue appeared the following month, January, 1856. For several years the association continued to appoint editors and stand responsible for the finances of the journal.

At this meeting on motion of Moses C. Stevens it was

Resolved, That we, as teachers, believing the use of tobacco in all its forms to be unnecessary and injurious, will exert our influence to restrain its use by every laudable effort.

The resolution was discussed and passed with enthusiasm. Dr. Daily, who was presiding, listened to the discussion and put the motion without hesitation, but continued chewing and spitting as though nothing had happened.

At this meeting a committee was appointed to memorialize the next legislature to provide means to sustain a competent corps of instructors to assist the state superintendent in conducting teachers' institutes for at least six months annually; and also to consider the propriety and wisdom of making provision for the establishment of at least two normal schools.

In August of this same year a semi-annual meeting of the association was held at Lafayette, at which resolutions were passed in favor of longer school terms, more frequent county institutes, higher standards for teachers, and a state agent was appointed to canvass for the school journal.

At the meeting of 1857 committees were appointed for each congressional district, whose duty it was to conduct teachers' institutes.

These specific citations indicate clearly the scope of the work of the association. Its work may be classed largely under four heads: (1) To create a better public sentiment in regard to public schools; (2) To suggest and influence school legislation; (3) To secure higher standards for teachers and better methods of teaching; (4) To extend the length of the school term. Working along these lines the association has accomplished wonders. In 1867 the same law that had been declared unconstitutional by the supreme court in 1854-7—the law giving the people the right to levy local taxes for tuition purposes—was re-enacted, and so great had been the change in public sentiment in ten years, that the constitutionality of this enactment was not tested for eighteen years and then it was declared constitutional.

Largely through the influence brought to bear by this association the legislature of 1865 enacted laws adding physiology and U. S. history to the legal common school branches; extending the powers and duties of the school examiner; making the legal age for a

child to enter school six instead of five years; making the holding of county teachers' institutes obligatory upon examiners.

At this session also the school law was amended by the addition of this clause: "The Bible shall not be excluded from the public schools of the state."

It will be remembered that the first meeting of the association passed a resolution in regard to the teaching of the Bible, and an examination of the records will show that down to the present time there has scarcely been a session held in which Bible and Christian teaching has not been commended in some form. And the record shows no instance in which one word has ever been spoken against such teaching. This ought to be conclusive proof that those who denounce the public schools as "Godless" belong to that class who cannot distinguish between religious and dogmatic teaching, and that their statements are *libelous*.

The fight for a state normal school, begun in the second meeting of the association, was kept up until the year 1865, when the normal school bill became a law. This legislation was hastened because of the fact that the chairman of the executive committee of this association, A. C. Shortridge, induced Gov. O. P. Morton to make an address before the association and to recommend in his message to the legislature the establishment of a normal school. The governor read to Mr. Shortridge that part of his message which referred to the normal school question and asked for suggestions. It was further aided because a member of this association, Hon. B. E. Rhodes, of Vermillion county, was a member of the legislature and was its chief supporter.

Next to the law permitting local taxation the county superintendency law was the most important piece of school legislation ever achieved in the state. It did more to integrate, unify, and elevate the county schools than any other one law. This law was enacted in 1873 and was the direct outgrowth of the work of this association to elevate the standard of teachers and to make better the district schools.

As will be seen from the above, that years before the state made any provision for the holding of township associations or county institutes, this association urged the holding of such meeting voluntarily and often appointed committees to look after the work. In this way thousands of teachers were reached and helped.

In 1865 this association appointed John M. Olcott to hold a state institute. It was held at Knightstown, and continued three weeks, with an enrollment of 131. In each of the years 1866, 1867, 1868, four state institutes were held in the four quarters of the state. These were under the management of a committee appointed by this association. Able instructors were brought from other states and the work was of a high order. It can readily be seen that, under the then existing conditions, this work was of great value.

In the early history of this state and for many years after the organization of this association no provision whatever was made for the education of the negroes. The subject was frequently brought forward in the association and always aroused animated discussion. On one occasion a member introduced a resolution favoring the education of the negro, and the president (James G. May) refused to entertain the motion. An appeal being taken to the association and a majority deciding against the president he vacated the chair rather than put the motion, and did not resume it till that question was disposed of.

Among the agencies for the improvement of teachers in the state is the teachers' reading circle. This originated in this association and is still controlled exclusively by it without the help of state aid. The resolution under which the reading circle was organized was introduced by W. A. Bell in December, 1883, and the reading circle board was organized and began its work the following year. This has been, from the beginning, the most successful teachers' reading circle in the United States and has been the means of circulating among the teachers thousands of good books every year. The amount of good this agency has done in the last twenty years can hardly be estimated.

Another child of this association is the young people's reading circle. It came as the result of a paper read before the association by Prof. Joseph Carhart, in December, 1877, and it began its work the following year. It is under the control of the teachers' reading circle board and has been managed in such a way as to be a great success from the start. It is supplemental in a way to the legally constituted common-school system, but this does not diminish in any degree its power for good. Through this agency good

books by the hundred thousand go into the hands of children and their homes every year.

In these later years the association has greatly increased its scope and its influence by providing for different sections to occupy a part of the time. These sections are the high school, primary, classical, English, mathematical, musical, elocution, county superintendents, etc. In these sections the special needs of the various departments of work can be considered and the main association can give its time to the discussion of the larger more general educational problems.

Of course it is not claimed that this association has been the exclusive agency in bringing about all the educational reforms named above, but it is claimed that it inaugurated many of them and has helped in all of them.

This closes its fiftieth year's work, and it has reason to be proud of what it has accomplished. We can all rest assured that in the future, as in the past, it will strive for what is the highest and best.

Below we give the names of the various presidents of the association, with the dates of their service:

Wm. M. Daily.....1854	Jas. H. Smart.....1873
Wm. M. Daily.....1855	Wm. A. Jones.....1874
Chas. Barnes.....1856	Geo. P. Brown.....1875
James G. May.....1857	Wm. H. Wiley.....1876
Barnabas C. Hobbs.....1858	J. H. Martin.....1877
Caleb Mills.....1859	John M. Bloss.....1878
E. P. Cole.....1860	J. T. Merrill.....1879
Geo. A. Irvine.....1861	John Cooper.....1880
Cyrus Nutt.....1862	H. B. Jacobs.....1881
A. R. Benton.....1863	Horace S. Tarbell.....1882
B. F. Hoyt.....1864	John S. Irwin.....1883
R. T. Brown.....1865	Harvey B. Hill.....1884
Geo. W. Hoss.....1866	E. E. Smith.....1885
Jos. F. Tuttle.....1867	Cyrus W. Hodgins.....1886
A. C. Shortridge.....1868	Emma Mont McRae.....1887
Joseph Tingley.....1869	Lewis H. Jones.....1888
D. Eckley Hunter.....1870	J. A. Zeller.....1889
Alex. M. Gow.....1871	W. W. Parsons.....1890
Wm. A. Bell.....1872	E. B. Bryan.....1891

J. N. Study.....	1892	W. H. Glascock.....	1899
L. O. Dale.....	1893	Robert I. Hamilton.....	1900
Joseph Swain.....	1894	H. B. Brown.....	1901
Howard Sandison.....	1895	C. A. Prosser.....	1902
J. F. Scull.....	1896	Charles A. Van Matre...	1903
R. A. Ogg.....	1897	Wm. L. Bryan.....	1904
F. M. Stalker.....	1898		

2. SOUTHERN INDIANA TEACHERS' ASSOCIATION.

a. HISTORICAL SKETCH.

The state teachers' association has always contributed largely to the interest which keeps alive the professional spirit among our teachers. But it was observed soon after its organization that its influence was not as far-reaching as it should be. In order to "bring together, annually, a large number of teachers who seldom attend the sessions of the state association, a number of superintendents and teachers from the southern part of the state met during the session of the state teachers' association" held in December, 1877, "and formed a new organization, called the 'Southern Indiana teachers' association.'" The attendance in 1902 was about 2,000.

b. PROGRAM.

PROGRAM BLOOMINGTON MEETING, APRIL 3, 4 AND 5, 1902.

GENERAL ASSOCIATION.

Thursday, April 3. 8 p. m.

Greetings—(a) From the city of Bloomington.

(b) From the public schools.

(c) From the university of Indiana.

Response—Charles A. Prosser, superintendent schools, New Albany.

Address—Retiring president, C. N. Peake, superintendent schools, Princeton.

Inaugural Address—President J. H. Tomlin, superintendent schools, Shelbyville.

Business—Appointment of committees, etc.

Social Function—General reception to teachers by the women's council of the city of Bloomington.

PROGRAM STATE TEACHERS' ASSOCIATION, DECEMBER 26-28, 1901.

GENERAL ASSOCIATION—HOUSE OF REPRESENTATIVES.

Thursday, December 26, 8 p. m.

Invocation—The Rev. H. C. Meserve, pastor Plymouth church.

Music—Violin solo, Prof. Fred Noble.

Address—Retiring president, Supt. R. I. Hamilton, Huntington.

Inaugural Address—"The Responsibilities of the Educator," President H. B. Brown, Valparaiso.

Music—Vocal solo, Miss Effie C. Hessin.

Business—Appointment of committees and miscellaneous business.

Friday, December 27, 8:30 a. m.

Invocation—The Rev. Joshua Stanfield, Pastor Meridian-street M. E. church.

Music—Piano solo, Miss Olive Kilgore.

Symposium—"What Shall be Indiana's Next Steps in Education?"

a. As to "Ideals and Processes," Prof. Howard Sandison; 20 minutes.

b. As to "Reforms," Prof. Amos W. Butler; 20 minutes.

c. As to "School Economy," Supt. F. L. Jones; 20 minutes.

d. As to "Supervision," Supt. Chas. A. Van Matre; 20 minutes.

e. As to "Manual Training," Supt. R. I. Hamilton; 20 minutes.

f. As to "The Training of Teachers," Supt. D. M. Geeting; 20 minutes.

Discussion of the views presented in the Symposium, Prof. W. W. Parsons; 20 minutes.

Address—"Education Through Self-activity," Mrs. O. P. Kinsey, Valparaiso college.

Friday, December 27, 2 p. m.

Music—Vocal solo, Miss Effie C. Hessin.

Selection—By Mrs. C. W. Boucher.

Lecture—"Some Foundation Stones of Education," Prof. R. P. Halleck, principal male high school, Louisville, Ky.

"The Function of the Training School," Miss Anna Trueblood, state normal training school.

Discussion—Mrs. Elizabeth O. Copeland, Marion normal college; Mrs. E. E. Olcott, Danville normal college. General discussion.

Lecture—"Liquid Air, Its Uses and Possibilities," Prof. H. B. Thearle.

Note—Prof. H. B. Thearle will come prepared with apparatus and will make liquid air, which the audience will be allowed to examine. Dr. Glenn, of Georgia, says that Prof. Thearle's work is wonderful and will be highly valuable to the educator.

Friday, December 27, 8 p. m.

Music—Piano solo, Miss Olive Kilgore.

Violin solo, Prof. Fred Noble.

Address—Annual address, "Fads," Supt. F. Louis Soldan, St. Louis, Mo.

Friday, April 4, 9. a. m.

Invocation—Rev. T. J. Clark, pastor Kirkwood-avenue Christian church.

Address—"Thinking in Things and in Symbols," Dr. Nathan C. Schaeffer, Harrisburg, Pa.

Paper—"Education by Occupation," Dr. W. L. Bryan, university of Indiana.

Discussion—Principal R. F. Taylor, colored high school, Jeffersonville, Indiana as the State Teachers' Association.

Friday, April 4, 2 p. m.

Address—"Grades of Thinking and Thinking in the Grades," Dr. Schaeffer.

Address—"Modernizing the Course of Study," W. A. Hester, superintendent schools, Evansville.

Discussion—Prof. F. M. Stalker, state normal school, Terre Haute.

Address—"Art," Mr. A. M. Brooks, university of Indiana.

Friday, April 4, 8 p. m.

Annual Address—"The Central Factor in Education," F. Trendley, Superintendent schools, Youngstown, Ohio.

Saturday, April 5, 8:30 p. m.

Invocation—The Rev. C. E. Clough, pastor Baptist church.

Address—"Does Education Pay?" Dr. Schaeffer.

Report—Committee on revision of constitution.

Business—Miscellaneous.

PRIMARY SECTION—WYLIE HALL, SECOND FLOOR (ROOM 36).

April 4, 2 p. m.

This work does not come to hand in time for publication.

MUSIC SECTION—WYLIE HALL, SECOND FLOOR (ROOM 36).

April 5, 8:30 a. m.

Paper—"Music in the Primary Grades," Miss Ella Duncan, Columbus.

Paper—"Sense and Nonsense, in Music Teaching," Arthur Mason, Columbus.

Discussions (a) "Tone," Mr. Ridgeway Gebhart, New Albany.

(b) "Individual Work," Mr. J. M. Black, Washington.

Music—Vocal and instrumental, will be interspersed through the work of the session.

ART SECTION.

Exhibit in woman's gymnasium, open Friday and Saturday. Work in connection with this to be arranged.

HIGH SCHOOL SECTION—WYLIE HALL—SECOND FLOOR (ROOM 36).

Friday, April 4, 9 a. m.

Paper—"General Secondary School Problems." W. S. Rowe, superintendent of schools, Connersville.

Discussion—A. O. Neal, principal high school, Franklin; Lotus D. Coffman, principal high school, Salem.

Paper—"The High School Principal and His Work." Edward G. Bauman, principal high school, Mt. Vernon.

Discussion—S. H. Hall, Borden college, Borden.

Paper—"Some Phases of High School English Composition Work." A. W. Senior, department of English, university of Indiana.

Discussion—O. H. Greist, department of English, Bedford high school; Clara Funk, department of English, Jeffersonville high school.

General discussion and miscellaneous business.

J. H. TOMLIN, President.

FANNIE WATTS, Secretary.

W. D. KERLIN, Treasurer.

J. K. BECK, Chairman Executive Committee.

3. NORTHERN INDIANA TEACHERS' ASSOCIATION.

a. HISTORICAL SKETCH.

In order to accomplish the same results in northern Indiana that the southern association accomplished in the southern part of the state, an organization bearing the above name was effected at Island Park (Rome City, Ind.), July 9, 1883.

This association has enrolled large numbers of teachers each year, bringing together teachers from all grades of school work. The attendance in April, 1902, was about 3,000.

b. PROGRAM.

PROGRAM OF THE SOUTH BEND MEETING, 1902.

GENERAL ASSOCIATION—STUDEBAKER AUDITORIUM.

Thursday, April 3, 2:30 p. m.

Music.

Invocation.

Music.

Address of Welcome—(a) On behalf of the city, Hon. Schuyler Colfax,

mayor city of South Bend. (b) On behalf of the schools, Hon. John

B. Stoll, president South Bend board of education.

Response—Supt. J. W. Carr, Anderson, Ind.

Address of Retiring President—Supt. J. W. Hamilton, Monticello, Ind.

President's Inaugural Address—Supt. A. H. Douglass, Logansport, Ind.

Music.

Miscellaneous business and announcements.

Appointment of committees.

Adjournment.

Thursday, April 3, 8 p. m.

Illustrated Lecture—"Physical History of a World," Mr. Jacques W. Redway.

Music.

Announcements and adjournment.

Friday, April 4, 9 a. m.

Music.

Invocation.

Music.

Address—"Some Traditions and Common Errors in Geography," Mr. Jacques Redway.

Intermission.

Physical culture drill by pupils from South Bend.

Address—"Education and Democracy," Mr. Charles Zueblin.

Report of committee on division. Committee: T. A. Mott, Richmond; W. R. Snyder, Muncie; W. C. Bellman, Hammond; J. N. Study, Ft. Wayne; C. W. Benton, Indianapolis; W. A. Millis, Crawfordsville; B. F. Moore, Marion; Wm. Clem, South Bend.

Announcements and adjournment.

IN THE AUDITORIUM.

Friday Evening, April 4, 8 o'clock.

Music.

Lecture—"American Painters and Sculptors of Today," Mr. Lorado Taft

With this lecture are exhibited 120 beautiful illustrations of representative works of American painters and sculptors.

Announcements and adjournment.

IN THE AUDITORIUM ANNEX.

Music.

Lecture—"Public Schools," illustrated by stereopticon, by Mr. Charles Zueblin.

This lecture gives views of school equipments, decorations, and classes at work in kindergarten, nature study, manual training, domestic science, vacation schools, commercial work, recreations and athletics.

Announcements and adjournment.

Saturday Morning, April 5, 9 o'clock.

Music.

Invocation.

Music.

Address—"Rivers and the Lessons They Teach," Mr. Jacques W. Redway.

Music.

Address—"Social Organization," Mr. Charles Zueblin.

Reports of committees and election of officers.

Miscellaneous and adjournment.

SECTIONAL MEETINGS.

GRADE TEACHERS' SECTION—FIRST PRESBYTERIAN CHURCH.

Friday Afternoon, April 4, 2 o'clock.

Address—"Culture," Mr. Charles Zueblin.

Music.

Address—"Essentials in Primary Geography," Mr. Jacques W. Redway.

Election of officers and miscellaneous business.

O. L. WOOLEY, Ft. Wayne, President.

J. H. WHITELEY, Greenfield, Secretary.

HIGH SCHOOL SECTION—FIRST METHODIST CHURCH.

Friday, April 4, 2 p. m.

Music.

Appointment of committees.

Address—"Some Tendencies in Secondary Education," George H. Locke.

A. M., assistant professor of education Chicago university, and editor of School Review.

Music.

"Status of Physical Culture in Secondary Schools," I. N. Warren, Laporte, Ind.

Paper—J. B. Pearey, Anderson, Ind.

Miscellaneous business and election of officers.

Immediately upon the conclusion of the above program the section will take up a round table discussion of such topics as may be presented by its members.

J. Z. A. McCAUGHN, President, Kokomo, Ind.

S. C. HANSON, Ch. Ex. Com., Williamsport, Ind.

CATHARINE BLYNN, Ft. Wayne, Ind.

ART SECTION—STUDEBAKER AUDITORIUM.

Friday, April 4, 2 p. m.

Music.

Lecture—"A Glimpse of a Sculptor's Studio," or "How Statues Are Made," Mr. Lorado Taft.

This lecture is illustrated fully at each step by the actual process upon the stage.

Election of officers and miscellaneous business.

Announcements and adjournment.

There will be exhibited at the Central high school building a collection of drawings from the public schools of various towns and cities in northern Indiana. There will also be an exhibit of class work from the Chicago art institute.

EVELYN K. DECEW, Pres., Huntington, Ind.

JOSEPH SULLIVAN, Sec., Connersville, Ind.

COUNTRY AND VILLAGE SECTION—FIRST BAPTIST CHURCH.

Friday, April 4, 2 p. m.

Music.

"Uses and Abuses of Texts." Mr. B. A. Winnans, Berne, Ind.

Address—"Nature Study in Country Schools," Supt. W. H. Hershman, Hammond, Ind.

Paper—"Rewards as a Disciplinary Measure," Supt. W. S. Gibbons, Fulton county, Ind.

Music.

Paper—"Religious Worship in Public Schools," Mr. Carl Beard, Oakford, Ind.

Report of committees and election of officers.

Announcements and adjournment.

The executive committee invites general discussion on each topic.

ELBERT LANGLEY, President, Center, Ind.

SUPT. GEO. W. WORLEY, Ch. Ex. Com., Warsaw.

MARIE KELLY, Secretary, Muncie, Ind.

MUSIC SECTION—LECTURE ROOM FIRST METHODIST CHURCH.

Friday, April 4, 2 p. m.

Music.

Appointment of committees and miscellaneous business.

Paper—"Is it Practical to Make Independent Readers of Children in the First Four Years of School?" Wm. Niles, Ft. Wayne.

Discussion—Dessa Kilander, Winamac.

Music.

Report of committees and election of officers.

On the completion of the above program the section will take up the following:

Questions for Round Table Discussion.

1. How much general culture outside his immediate specialty should the director in music have? How much special training?

2. Should the director of music, any more than the regular teacher, be absent from meetings when matters of method and discipline are under consideration?

3. When parents and the director of music disagree as to what part the child should sing, what is the proper course to pursue?

4. Should the room teacher be allowed to employ a teacher to instruct her pupils in music?

5. What is to be done with a pupil who absolutely can not sing, if there be such?

6. The rhythmic element and its development in child-life.

7. Cause and cures for singing "off pitch."

8. Should patriotic songs be sung while pupils are seated?

9. A practical lesson on some music problems suggested by members of the music section.

Note.—Supervisors are invited to write and to hand the president of the music section the problem they wish to have demonstrated and choice will be made from the suggestions offered.

L. M. TILSON, President, Lebanon.

WILL. EARHART, Ch. Ex. Com., Richmond.

HEADQUARTERS—AUDITORIUM ANNEX, 207 SOUTH MICHIGAN STREET.

The annex will be open at all hours to all members of the association and their friends. Make this your downtown home during the association.

Offices: Room 1, treasurer; Room 2, executive committee; Room 3, local committee.

Baggage will be checked at the office of the local committee, where porters and guides will be in waiting.

OFFICERS.

President—A. H. Douglas, Logansport.

Vice-President—Alexander Thompson, Marion.

Secretary—Miss Margaret Porch, Anderson.

Treasurer—W. A. Mills, Crawfordsville.

R. R. Secretary—T. A. Mott, Richmond.

Chairman Business Committee—Calvin Moon, South Bend.

President Grade Section—O. S. Wooley, Ft. Wayne.

President High School Section—J. Z. A. McCaughn, Kokomo.

President County and Village Section—Elbert Langley, Center.

President Music Section—L. M. Tilson, Lebanon.

President Art Section—Miss Evelyn DeCew, Huntington.

President Penmanship Section—J. H. Bachtenkircher, Lafayette.

Executive committee—John A. Wood, chairman, Laporte; H. C. Heironimus, Richmond; T. E. Kinzie, Indianapolis; W. E. Ervin, Muncie; Daniel Freeman, Crawfordsville; Edward Ayres, Lafayette; L. T. Turpin, Kokomo; D. A. Lambright, Kendallville; Walter Dunn, Knox.

Local business committee—William Clem, South Bend; Charles H. Bartlett, South Bend; John H. Rittinger, New Carlisle; Essie B. Dakin, South Bend; Sarah E. Kirby, South Bend; Ludwig S. Fickenschner, River Park; Alice E. Hill, South Bend; John A. Byers, South Bend; Winona Dodd, South Bend; Calvin Moon, Chairman, South Bend.

4. CITY AND TOWN SUPERINTENDENTS' ASSOCIATION.

a. HISTORICAL SKETCH, BY SUPT. R. A. OGG, KOKOMO, IND.

During the year 1889 a controversy arose over the distribution of the public school revenues. The county superintendents and others representing the interests of the county schools held that

the method of distributing the state's school revenues in proportion to the enumeration of children of school age discriminated against the country, because the enumeration in cities was not accurately taken. They charged that in some cities the lists were deliberately padded by the enumerators to increase their pay for taking the enumeration. The question assumed such proportions that it became evident that wisdom must be used to prevent an injury to the school interests of the state.

Prompted by a desire to aid in the solution of the problem, at the meeting of the state teachers' association in 1889, a few of the city superintendents met together on December 26th to consult, and agreed to organize an association of city and town superintendents corresponding to the county superintendents' association. Superintendent J. N. Study, of Richmond, presented a plan of organization, which, with sundry modifications, was adopted.

The following officers were then elected: President, L. H. Jones, Indianapolis; vice-president, R. I. Hamilton, Huntington; secretary, R. A. Ogg, Greencastle; treasurer, J. T. Merrill, Lafayette; executive committee, J. N. Study, chairman, Richmond; E. H. Butler, Rushville; W. H. Wiley, Terre Haute; P. P. Stultz, Jeffersonville; W. R. Snyder, Muncie; Sheridan Cox, Kokomo.

A second session was held at which a number of other superintendents were present. Work was assigned to various committees, which were to investigate and report at the next meeting. Some of these questions were: Is the school enumeration less honestly taken in the city than in the country? Is there any reason in the nature of things why the ratio of children of school age to the census should differ in the city and country? Are there any reasons why city schools should naturally show a smaller enrollment upon enumeration than the country schools? Relative cost per capita per day in city and country?

On November 20, 1890, the second meeting was held and the reports on the various questions were heard and discussed. It was felt as a result of the investigation that the system of distribution of revenues was not unjust to any interest of either country or city, if honestly administered, and it was agreed that the association should labor to secure such amendments to the law as would insure equity.

The question at issue between country and city was given formal consideration at the following meeting of the state teachers' association by a discussion of its merits on the one side by the state superintendent and two county superintendents, and on the other by three city superintendents. The result was a law requiring a rigid system of enumeration, and what threatened to divide the educational forces of the state, resulted in bringing them into greater unity and better understanding.

This controversy having been happily settled, the association began its legitimate work of discussing topics of general interest to the city and town schools. At the meeting on November 12, 1891, "Methods of Promotion," "The Uniformity of Commissioned High Schools," "The Superintendent's Term of Office," etc., were discussed. The records show that for two years the leading questions considered by the association related to examinations, promotions and the uniform text-book law. In 1893 a departure was made which has prevailed ever since, viz., that of appointing committees to make certain investigations and do certain work, and report to the following meeting.

Three of these reports were presented and discussed in 1894, viz., "Systems of Promotion," by R. A. Ogg; "School Examinations," by Edward Ayres; "Hindrances to the Highest Efficiency of Town and City Schools," by J. W. Carr.

The great "Report of the Committee of Ten," from the national educational association had called out a great interest in the question of what should constitute the school curriculum, and on motion of Mr. Ayres, the president, D. W. Thomas, of Elkhart, appointed a committee to prepare "a report on a course of study for the public schools, said report to indicate the principles which should underlie such a course of study, and to contain an outline of the work of the public schools as determined by said principles." The committee was made to consist of R. A. Ogg, chairman; W. R. Snyder, W. H. Sims, W. C. Belman, W. P. Burris. The time of the meeting in 1895 was largely occupied by the discussion of this report. The course as proposed by the committee was unanimously approved for trial for one year and the committee asked to report at the next meeting such modifications as the experience of the superintendents might suggest. At the meeting in 1896 the committee reported no changes called for, and

after discussion the course was adopted without dissent. Superintendent Woody then moved that a committee of forty, eight for each of the five lines of study, grammar, arithmetic, geography, reading and history, be appointed to amplify the work planned by the original committee. These various committees reported in 1897, and after discussion the reports were referred to the chairmen of the various committees with Superintendent W. D. Weaver, president of the association, as chairman, to unify and print the course as thus developed.

At the November meeting of 1898 this final report was adopted. This discussion of course of study running through four years has added largely to the efficiency of superintendents, the discussion bringing out the fundamental principles of education. Coupled with this was a fine address at the meeting in 1897 on "The Principles That Underlie the Formation of a Course of Study, and Which Constitute the Canons of Criticism," by Lewis H. Jones, of Cleveland, O., formerly superintendent of Indianapolis schools, and the first president of the association.

At the meeting in 1899 the matter of greatest interest was a report on the uniform course of study for high schools, with Supt. W. A. Millis as chairman. An excellent report was presented and a full discussion was had. The result will be to further unify the work in our high schools, though it seems unlikely that as large a unity will prevail as in the lower grades because of the more diverse conditions under which the high schools work. The awakened interest in the subject of art in the schools was given impetus by two excellent addresses from Dr. W. L. Bryan, of the state university, and Prof. J. L. Lowes, of Hanover college.

The meeting of 1900 was characterized by three reports, one on "The School in Relation to Institutional Life," by W. H. Glascock, Bloomington, Edward Ayres, Lafayette, and M. W. Harrison, Wabash; one on "The School as Related to Art," by W. R. Snyder, Muncie, and Mary E. Nicholson, Indianapolis; and one on "Spelling Book," by W. F. L. Sanders, Connersville. The first of these was a printed report. All elicited much interest and discussion. The meetings of 1899 and 1900 were characterized by a departure in the way of a dinner on Friday evening, at which time a welcome was extended to all new superintendents,

and they were called upon to respond, that the association might become acquainted with them. In 1900 this occasion was made very enjoyable by a fine address on "Shylock," by Judge W. D. Robinson of the appellate court. While it is a superintendents' association, the friends of the colleges and normal schools are invited, and a number of them attend and participate in the discussions.

At the meeting in November, 1901, the matter of chief interest was a printed report on "Course in Nature Study for Common Schools." This report was presented by Supt. H. B. Wilson of Salem and discussed by Prof. Sherman Davis of Indiana university, who had aided the committee in the preparation of the report. Much difference of opinion was expressed by the members of the association regarding the kind of nature study to be done and the method to be employed. A departure which marked the beginning of a modified order of things was made in having an address on "School Boards and Superintendents," by William George Bruce, editor of the American School Board Journal. The significance of this may be seen in the following programs which provide for certain joint sessions of this association and that of school boards, the organization of which followed the address of Mr. Bruce.

Another significant discussion was that which followed a report by Supt. I. V. Busby of Alexandria upon "Defects of State Text Books." In view of the fact that the state board was providing for a revision of some of the adopted texts, the discussion was of very great interest.

At the meeting in November, 1902, a discussion on "The Best Method of Selecting Teachers and of Determining their Tenure of Office" was led by Supt. Robert L. Hughes of Whiting. "Needed School Legislation" was discussed by Supt. R. I. Hamilton of Huntington. A printed report on "Additional Normal School Facilities—Necessity and Feasibility" was made by Supt. J. W. Carr of Anderson, C. W. McDaniel of Madison and R. A. Ogg of Kokomo. The report was fully discussed and indorsed by the association. At the joint meeting of superintendents and school boards, W. H. Anderson of Wabash led the discussion on "School Janitors," and Hon. Theodore Shockney of Union City on "Relation of the Superintendent to the School Board."

The meeting of 1903 was characterized by a printed report on "School Heating and Ventilating," prepared by a joint committee of superintendents and school board members with Supt. J. A. Wood of Laporte as chairman. Under this topic were special discussions led by Dr. J. N. Hurty of Indianapolis, W. H. Anderson, Wabash, B. F. Moore, Marion, A. M. Sweeney, Indianapolis. The discussion of "A Uniform Card to Record Work of High School Pupils Desiring to Enter Other High Schools or Colleges," was presented by J. Z. A. McCaughan, principal of Kokomo high school, and after discussion was referred to a special committee to perfect and report a year later. "Defects of City Superintendents from the Point of View of Teachers" was discussed by Supt. E. L. Hendricks of Delphi. State Superintendent F. A. Cotton discussed "The Ideal Superintendent Characterized." Two round tables were held at which brief discussions of various topics were had. "Do Indiana Schools Compare Favorably with the Schools of Other States" was discussed by Supt. C. N. Kendall of Indianapolis and Supt. F. W. Cooley of Evansville, both of whom have of late years come into Indiana from other states. They discussed both the features of superiority of the Indiana system and the points of weakness. A printed report on "Needed Eliminations and Additions to the Course of Study for Indiana Schools" showed that history repeats itself and that the important question of the course of study still appeals to Indiana superintendents. The committee which made this report consisted of Supt. C. A. Prosser, New Albany, Supt. W. A. Millis, Crawfordsville, and Supt. T. A. Mott, Richmond.

It is safe to say that the association of city and town superintendents is the most distinctively pedagogical organization of the state, and since its organization has done more than any other to mould the educational sentiment of the state. Its work is rather that of a round table, papers seldom being read, and discussions being as informal as possible. It is not a meeting for pyrotechnics, but for discussion by all who choose to participate. It has grown from a small company to an annual gathering of over one hundred from all parts of the state.

5. COUNTY SUPERINTENDENTS' STATE ASSOCIATION.

a. HISTORICAL SKETCH.

State Superintendent of Public Instruction Milton B. Hopkins called the first state meeting of county superintendents. The convention assembled in the high school hall at Indianapolis, July 22, 1873. From that time the association has met annually, and has been of incalculable service to the state. In the early meetings many questions arose as to the duties of the superintendents under the new laws. Following the adjustment of these questions the superintendents addressed themselves to the educational questions of the day. Such questions as the following claimed the attention of the first superintendents:

1. The examination of teachers.
2. Visiting schools.
3. Township and county institute work.
4. Duties of the county board of education, etc.

A few years later they began the study of such subjects as—

1. Course of study for the rural schools.
2. Classification and gradation.
3. The graduation of pupils from the common branches.
4. Uniform outline of township institute work, etc.

They prepared and had printed a course of study for the rural schools and outlines of township institute work. The preparation of these documents was placed in the state department of public instruction, December, 1894.

For several years the association has been preparing the questions for the examination of pupils in the grades and high schools of the townships and small towns.

Following is a program of the last meeting of the superintendents:

b. PROGRAM.

To the County Superintendents of Indiana:

You are hereby called to meet in convention on June 30 and July 1, 1903. For which attendance you are allowed the regular per diem as provided by law.

Yours sincerely,

F. A. COTTON, State Supt.

Officers: Supt. E. E. Robey, president; Supt. E. C. Crider, secretary; Supt. Claude Rankin, treasurer. Meetings to be held in the supreme court room. Headquarters at Grand hotel; rates, \$2.00 per day.

Tuesday, 10:30 a. m.

Devotional exercises.

Address—"The County Institute," Dr. Wm. L. Bryan, president state university.

Discussion—Dr. W. T. Stott, president Franklin college; Francis M. Stalker, associate professor of psychology and methods, state normal school.

Tuesday, 2:00 p. m.

Reading Circle Work—A. L. Gary.

"The Ex-County Superintendent," Ex-Supt. Elmer C. Jerman, Decatur county.

"The New County Superintendent," Supt. J. W. Dunn, Starke county.

Address—F. A. Cotton, state superintendent.

Wednesday, 9:00 a. m.

"Indiana's Educational Exhibit at the World's Fair," Senator Fremont Goodwine, chairman educational committee, world's fair committee.

"The Superintendent's Work with Inexperienced Teachers," Supt. C. F. Grosjean, Vigo county.

Visit to T. B. Laycock's factory.

Wednesday, 2:00 p. m.

Symposium—

"The County Superintendent as a Supervisory Officer" (10 minutes), Supt. E. C. Crider, Tippecanoe county.

"The County Superintendent in Relation to Grading Manuscripts" (10 minutes), Supt. Samuel L. Scott, Clark county.

"The County Superintendent in Relation to County Institutes" (10 minutes), Louis H. Hamilton, Jasper county.

"The County Superintendent in Relation to Township Institutes" (10 minutes), Supt. William Clem, St. Joseph county.

"The County Superintendent in Relation to the People" (10 minutes), Supt. W. O. Baker, Morgan county.

"The County Superintendent in Relation to the Common School Graduate" (10 minutes), Supt. Irvin Brandyberry, Adams county.

"General Discussion of Special Points in Symposium," F. A. Cotton, state superintendent.

Miscellaneous Business.

Adjournment.

6. COUNTY ASSOCIATIONS.

Notwithstanding the fact that the attendance in the state association grew rapidly, from year to year, and enrolled teachers from all grades of school work, there were a great many prominent edu-

cators who believed that there was yet a larger and still more important field for association work in Indiana. In response to this general feeling of the need for an annual meeting that would reach all the teachers in the state, the county teachers' associations were organized in the several counties. These associations are the most efficient agencies in promoting the interests of the rural and village schools. Occurring as they do after the schools have been in session, at a time when the teachers really feel the need of inspiration and helpful suggestions, the county associations exert a greater influence in the improvement of teachers than the county institutes. The meetings are conducted under efficient supervision, with instructors capable of increasing the range of thought among teachers. In many of our counties the annual associations are the most helpful meetings in our system.

The first associations were instructed largely by home talent, but in recent years the best men in the faculties of our colleges and normal schools have been drafted into the work. As a result of this change, the professional spirit is growing. Teachers are studying educational problems as they never have before. If nothing more should come from these meetings than the good from merely getting away from home for a day or two and making new acquaintances, the associations are worth much to the profession. But there is more than the social element and the rest.

B. INSTITUTES.

1. COUNTY INSTITUTES.

a. STATEMENT.

The county institute has had an interesting development in Indiana and is at present in a transition stage. Educators in the state are working at the problem of improving the work, and it is hoped that something may be done to make the institute at once more professional and more practical. At present the institute is held in each county annually for one week. Instructors are employed and the work takes wide range in topics discussed. The work is inspirational, cultural, professional and practical.

b. THE LAW.

In order to the encouragement of teachers' institutes, the county auditors of the several counties of this state shall, whenever the county superintendent of such county shall file with said auditor his official statement, showing that there has been held, for five days, a teachers' institute in said county, with an average attendance of twenty-five teachers, or of persons preparing to become such, draw his warrant on the county treasurer, in favor of said county superintendent, for thirty-five dollars; and in case there should be an average attendance of forty teachers, or persons preparing to become such, then the said county auditor shall draw his warrant on the treasurer for fifty dollars; and in case there should be an average attendance of seventy-five teachers, or persons preparing to become such, then the county auditor shall draw his warrant on the treasurer for one hundred dollars for the purpose of defraying the expenses of said institute: Provided, however, That but one of said payments be made in the same year. All laws and parts of laws in conflict herewith are hereby repealed.

1. Superintendent's Duty and Pay.—Such an institute as is contemplated by the law is not a voluntary association, but a teachers' meeting, at the head of which is the county superintendent. He, therefore, has no right to surrender it into the hands of an incompetent director, nor to permit a course of procedure by any one, or by the institute itself, by which time shall be wasted or unsatisfactory work done. The teachers are there to be instructed, and the superintendent must necessarily take the responsibility of the institute upon himself. The money which the auditor is authorized to pay is to defray the expenses of the institute exclusive of the per diem of the superintendent, whose compensation must be obtained in the usual way. He is also entitled to his per diem for reasonable services in making preparations for the institute.

2. Pay of Teachers.—Teachers are allowed their regular per diem when attending both county and township institutes.

Schools Closed.—When any such institute is in session, the common schools of the county in which said institute shall be held shall be closed. (R. S. 1881, §4522; R. S. 1894, §6011; R. S. 1897, §6231.)

Sessions.—The several county superintendents are hereby required, as a part of their duty, to hold, or cause to be held, such teachers' institutes, at least once in each year in their respective counties. (R. S. 1881, §4523; R. S. 1894, §6012; R. S. 1897, §6233.)

The county superintendents have entire charge of the institutes. They fix the time of holding the meetings, employ instructors, etc., the only statutory requirement being that one institute shall be held annually. There is an appropriation of \$100 in each county for the support of such institute, when the average daily attendance is seventy-five or more. Since no county has an attendance below that number, the annual appropriation by the state is \$8,462.40. The remainder of the cost is borne by the teachers.

c. STATISTICAL SUMMARY.

Number males enrolled in state (three counties omitted on account of no report).....	7.621
Number of females enrolled in state (three counties omitted on account of no report).....	8.899
Total number enrolled in state (one county omitted on account of no report)	17.025
Average attendance in state (two counties omitted on account of no report)	15.597.6
Average attendance in county.....	173.3
Length of session in days for entire state (one county omitted on account of no report).....	457
Average length of session in days for each county.....	5
Amount of money drawn from county treasury for support of county institute (one county omitted on account of no report)	\$8,462 40
Average amount of money drawn per county.....	93 00
Total cost of county institutes for entire state (one county omitted on account of no report).....	21,459 53
Average cost of county institute per county.....	235 92

STATISTICS ON COUNTY TEACHERS' INSTITUTES, HELD IN 1903.

Number.	COUNTIES.	ENROLLMENT.			Average attendance.	Length of session in days.	Amount of money drawn from the County Treasury for support of Institute.	Total cost of Institute.
		Males.	Females.	Total.				
1	Adams.....	108	77	185	178	5	\$100 00	\$280 00
2	Allen (No report).....							
3	Bartholomew.....	107	109	216	192	5	100 00	246 50
4	Benton.....	41	82	123	118	5	100 00	222 10
5	Blackford.....	47	50	97	96	5	100 00	254 25
6	Boone.....	103	102	205	197	5	100 00	229 20
7	Brown.....	70	40	110	95	5	100 00	120 00
8	Carroll.....	97	96	193	190	5	100 00	312 00
9	Cass.....	100	150	250	225	5	100 00	250 00
10	Clark.....	100	135	235	230	5	100 00	300 00
11	Clay.....	109	111	220	207	5	100 00	155 75
12	Clinton.....	130	104	234	190	5	100 00	261 59
13	Crawford.....	90	55	145	132.8	5	100 00	201 00
14	Daviess.....	154	144	298	240	5	100 00	346 85
15	Dearborn.....	72	83	155	147	5	100 00	142 20
16	Decatur.....	58	97	155	151	5	100 00	182 40
17	DeKalb.....	90	84	174	155	5	50 00	288 00
18	Delaware.....	120	145	265	250	5	100 00	350 53
19	Dubois.....	82	79	161	250	5	100 00	194 45
20	Elkhart.....	212	324	536	463	5	100 00	208 70
21	Fayette.....	44	46	90	88	5	100 00	173 75
22	Floyd.....	78	98	176	150.6	5	100 00	205 25
23	Fountain.....	72	70	142	131	5	50 00	125 00
24	Franklin.....	50	64	114	112	5	100 00	200 09
25	Fulton.....	70	65	135	130	5	100 00	275 00
26	Gibson.....	104	92	196	175	5	100 00	235 00
27	Grant.....	*	*	360	240	5	100 00	350 00
28	Greene.....	90	110	200	200	5	100 00	235 00
29	Hamilton.....	110	104	214	204	5	100 00	250 00
30	Hancock.....	105	82	187	175	5	100 00	227 97
31	Harrison.....	128	92	220	200	5	100 00	240 00
32	Hendricks.....	82	121	203	186	5	100 00	238 00
33	Henry.....	76	91	167	162	5	100 00	212 60
34	Howard.....	90	89	179	168.2	5	100 00	280 00
35	Huntington.....	120	101	221	215	5	100 00	275 00
36	Jackson.....	90	112	202	191.6	6	100 00	233 23
37	Jasper.....	43	113	156	151	5	100 00	256 00
38	Jay.....	105	77	182	200	5	100 00	280 00
39	Jefferson.....	89	177	266	180	5	100 00	182 15
40	Jennings.....	58	71	129	121.6	5	50 00	177 93
41	Johnson.....	70	90	160	125	5	100 00	210 00
42	Knox.....	84	106	190	178	5	100 00	225 00
43	Kosciusko.....	101	127	228	224	5	100 00	263 72
44	Lagrange.....	71	85	156	145	5	100 00	209 09
45	Lake.....	50	170	220	214	5	100 00	201 80
46	Laporte.....	33	150	183	161	5	100 00	271 25
47	Lawrence.....	70	80	160	155	5	50 00	275 00
48	Madison.....	180	120	300	250	5	50 00	500 00
49	Marion.....	76	127	203	186	5	100 00	250 00
50	Marshall.....	100	111	211	201	5	100 00	192 75
51	Martin.....	*	*	145	*	5	50 00	228 67
52	Miami.....	100	120	220	220	5	100 00	320 00

*No report.

STATISTICS ON COUNTY TEACHERS' INSTITUTES, HELD IN 1903—Continued.

Number.	COUNTIES.	ENROLLMENT.			Average attendance.	Length of session in days.	Amount of money drawn from the County Treasury for support of Institute.	Total cost of Institute.
		Males.	Females.	Total.				
53	Monroe	81	62	143	140	5	\$100 00	\$241 00
54	Montgomery	105	118	223	212	5	100 00	268 00
55	Morgan	98	106	194	185	5	100 00	223 60
56	Newton	40	65	105	90	5	100 00	200 00
57	Noble	71	95	166	160	5	100 00	185 15
58	Ohio	25	27	52	45	5	50 00	86 39
59	Orange	64	67	131	125	5	100 00	221 00
60	Owen	73	55	128	123	5	100 00	278 60
61	Parke	80	91	171	166	5	100 00	205 85
62	Perry	79	57	136	128	5	100 00	190 68
63	Pike	114	31	145	144	5	100 00	205 00
64	Porter	43	102	145	142	5	100 00	236 40
65	Posey	78	70	148	148	5	100 00	246 00
66	Pulaski	59	141	200	158	5	100 00	276 32
67	Putnam	100	125	225	200	5	100 00	185 00
68	Randolph	102	101	203	194	5	100 00	323 42
69	Ripley	78	74	152	147.3	5	100 00	211 96
70	Rush	60	73	133	128.2	5	100 00	174 50
71	Scott	51	41	92	76	5	62 40	109 65
72	Shelby	160	142	302	286	5	100 00	250 00
73	Spencer	73	82	155	150	5	50 00	220 00
74	Starke	41	49	90	89	5	100 00	195 00
75	St. Joseph	98	204	302	225	5	100 00	265 00
76	Stauben	38	112	150	142	5	100 00	183 00
77	Sullivan	110	137	247	235	5	100 00	275 00
78	Switzerland	80	58	138	110	5	50 00	145 70
79	Tippecanoe	100	218	318	300	5	100 00	280 00
80	Tipton	101	45	146	135	5	100 00	207 97
81	Union	22	38	60	55.3	5	50 00	183 40
82	Vanderburgh	29	53	82	81	5	50 00	267 50
83	Vermillion	59	55	114	109	5	100 00	200 00
84	Vigo	173	307	480	425	5	100 00	215 00
85	Wabash	76	151	227	227	5	100 00	350 00
86	Warren	50	81	131	125	5	100 00	180 00
87	Warrick	125	64	189	152	5	100 00	201 00
88	Washington	162	66	228	200	6	100 00	322 50
89	Wayne	50	165	215	215	5	100 00	318 00
90	Wells	101	60	161	156	5	50 00	183 64
91	White	92	93	185	181	5	100 00	309 53
92	Whitley	61	80	141	138	5	100 00	325 00
	Total	7,621	8,890	17,025	173.3	457	\$8,462 40	\$21,469 53

2. TOWNSHIP INSTITUTES.

Local school officers and teachers give increasing attention to township institutes. These are the most valuable meetings held in Indiana in the name of education. The assembling of all of the teachers of a township at least once each month during the school term to discuss matters of educational concern is of great value to the state. It is a great institution for the regeneration and education of the rural teaching corps.

a. STATISTICS.

Township institutes held during year ending July 31, 1903....	6,421
Average number held in each township.....	6.3
Cost in wages to teachers for year.....	\$149,602.20

b. THE LAW.

(1889, p. 67. Approved and in force March 2, 1889.)

Township Institutes. 9. At least one Saturday in each month during which the public schools may be in progress shall be devoted to township institutes, or model schools for the improvement of teachers; and two Saturdays may be appropriated, at the discretion of the township trustee of any township. Such institute shall be presided over by a teacher, or other person, designated by the trustee of the township. The township trustee shall specify, in a written contract with each teacher, that such teacher shall attend the full session of each institute contemplated herein, or forfeit one day's wages for every day's absence therefrom, unless such absence shall be occasioned by sickness, or such other reason as may be approved by the township trustee, and for each day's attendance at such institute each teacher shall receive the same wages as for one day's teaching: Provided, That no teacher shall receive such wages unless he or she shall attend the full session of such institute and perform the duty or duties assigned. (R. S. 1894, §6009; R. S. 1897, §6230.)

1. A trustee failing to comply with the above is subject to prosecution and removal from office.

X. SCHOOL JOURNALS.

A. THE INDIANA SCHOOL JOURNAL.

The Indiana state teachers' association was organized at Indianapolis, December 25, 1854, and at the first session the subject of an educational journal was considered. The project of establishing a journal was referred to the executive committee with instructions to report at the next annual session.

The second association met at Madison, Ind., in December, 1855, and the following report was submitted by Prof. E. P. Cole, principal of the Indianapolis high school:

Resolved, (1) That this association will publish an educational journal, similar in size and typographical execution to the *Ohio Journal of Education*. (2) That this journal be conducted by nine editors appointed by the association, one of whom shall be styled resident editor.

The report was promptly adopted, and the paper was named the *Indiana School Journal*. Members of the association subscribed for 475 copies, and W. B. Smith, of Cincinnati, Ohio, donated \$200 to aid the enterprise. The first number was issued in January, 1856, and it bore the name of the *Indiana School Journal* until the summer of 1900, when it and the *Inland Educator*, of Terre Haute, were consolidated at Indianapolis under the name of the *Educator-Journal*.

After the first number of the *Indiana School Journal* had been issued Prof. E. P. Cole acted as traveling agent for same for only a few months, and as a result the subscription became large for a new publication. The editors selected were as follows: Geo. B. Stone, superintendent Indianapolis schools, resident editor; associate editors, W. D. Henkle, E. P. Cole, Geo. A. Chase, Rufus Patch, B. F. Hoyt, Mary Wells, and Jane Chamberlain.

In 1858 Mr. Stone left the state and W. D. Henkle became resident editor of the *Indiana School Journal*, and in 1859 he was succeeded by Mr. O. Phelps, to whom the management of the *Journal* was transferred by the Indiana state teachers' association in

December, 1859. In 1862 Mr. Phelps, with the consent of the state teachers' association, transferred the Journal to Prof. Geo. W. Hoss. In 1869 Prof. Wm. A. Bell, principal of the Indianapolis high school, became half owner. In July, 1871, Professor Hoss, having been elected president of the Kansas state normal, sold his interest in the Journal to W. A. Bell, who then became editor and sole proprietor, and he continued as such for twenty-eight years, when he sold the Journal to Hon. D. M. Geeting, state superintendent of public instruction, and his deputy, Hon. F. A. Cotton, the latter selling his interest to Mr. Geeting a few months later. In July, 1900, the former owners of the *Inland Educator*, which had been published at Terre Haute since 1895, united their interests with the owners of the *Indiana School Journal*, and the *Educator-Journal Company* was incorporated for \$20,000, and the first number of the *Educator-Journal* was published at Indianapolis in August, 1900. The first issue consisted of 20,000 copies.

In January, 1901, the following editor and officers were chosen: Hon. D. M. Geeting, editor; Wm. H. Wiley, superintendent Terre Haute schools, president; Chas. F. Patterson, superintendent Edinburg schools, treasurer; J. W. Walker, secretary and business manager.

In 1903 Dr. Robt. J. Aley, professor of mathematics in Indiana university, became editor.

From its first issue in 1856 the Journal has been thoroughly representative of the best thought and sentiment in Indiana, and its circulation now extends to almost every state in the union. Its subscription price is one dollar per year. The paper was never more prosperous than at present.

B. THE TEACHER'S JOURNAL AND OTHER EDUCATIONAL PAPERS THAT HAVE BEEN PUBLISHED IN THE STATE.

In January, 1869, A. C. Shortridge, superintendent of the Indianapolis schools, George P. Brown, superintendent of the Richmond schools, and W. A. Bell, principal of the Indianapolis high school, started *The Indiana Teacher*. At the end of six

months W. A. Bell bought out his associates and merged the Teacher into the Indiana School Journal and thus became half owner of the Journal. W. B. Chrisler, who was for many years at the head of Bedford male and female college, edited and published a paper called *The Common School Teacher*. This paper continued for a number of years and had more than a local circulation. The exact date of this publication is not at hand, but it was in the seventies.

In 1873, A. C. Shortridge, superintendent of the Indianapolis schools, and Geo. P. Brown, principal of the Indianapolis high school, started the *Educationist*. This paper continued for two years and was edited with much ability. In March, 1875, the *Educationist* was merged in the *School Journal* and Messrs. Shortridge and Brown became for a time associate editors of the Journal.

In January, 1874, H. A. Ford, editor of the "*Michigan Teacher*," at Lansing, Mich., started *The Northern Indiana Teacher* and published it at South Bend, Ind. The body of this paper was the same as that of the *Michigan Teacher*, which did not at all detract from its merit, but its miscellaneous and personal departments were especially devoted to Indiana interests. In July, 1876, W. A. Bell bought this paper and merged it in the Journal.

The *Normal Teacher*, edited and published by J. E. Sherrill, was started at Ladoga in 1878, but soon afterward, when the Central Indiana normal school was removed from Ladoga to Danville the paper was also changed to that place. The paper represented largely the thought of the normal school, although not formally connected with it.

The *Normal Teacher* was pushed with great vigor and secured an extensive circulation. After some years the name of the paper was changed to the *Teachers' Examiner*. In 1892 Mr. Sherrill sold the paper and its standard was not kept up by its new proprietor. In a short time after this change W. A. Bell bought it and filled the time of its subscribers with the *School Journal*.

In 1881 a paper was started at Valparaiso, called the *Northern Indiana School Journal*, and in 1884 W. J. Bell bought out his partner and became sole owner and editor. In December of this same year Mr. Bell sold the paper to a man, who changed its name to "*The American*," and in 1886 removed it to Iowa.

The Student was the name of a paper edited and published by Prof. Bogarte, of the Northern Indiana normal school, from February, 1891, to October, 1892.

In 1882 John M. Olcott started The Educational Weekly. This was the only weekly educational paper ever published in Indiana. It was pushed with Mr. Olcott's characteristic energy and in a short time secured a large circulation, but was never made to pay financially. In 1884 Mr. Olcott accepted the superintendency of the Greencastle schools, but continued to edit the Weekly. In November, 1885, the paper was sold to the New England Journal of Education.

The Teachers' Journal is an educational monthly published at Marion, by A. Jones, editor, and O. W. Ford, business manager. The proprietors are both members of the faculty of the Marion normal school. The first issue of this paper was in July, 1901, and it now claims a circulation of 7,000. It has among its contributors some of the best educational writers in the state.

Numerous county papers have been published by county superintendents, some of them lasting many years. Some of these were well edited and served well the purpose for which they were intended. That these school papers have been a help to teachers and thus been a means of advancing the educational interests of the state, can not be doubted.

XI. INDIANA UNION OF LITERARY CLUBS.

NOTE.—Mrs. Eva B. Rohbock, president of the Union, appointed Mrs. Elizabeth C. Earl to edit the above chapter and acknowledgments are due Mrs. May Wright Sewall, Mrs. Martha N. McKay, Miss Merica Hoagland, Mrs. C. B. Woodworth, Mrs. George Felts and Mrs. Virginia C. Meredith for co-operation.

The Indiana union of literary clubs was formally organized in Richmond, June 3, 1890, during a convention in which were delegates representing twenty-six literary clubs. The preliminary work of the organization, however, had been undertaken by the executive committee of the Indianapolis woman's club, Miss Elizabeth Nicholson, with whom originated the idea of a state union of clubs, was chairman of this committee. The initial step in the organization was a reception given by the woman's club of Indianapolis in October, 1889, to the literary clubs of the state, when, for the first time, members of clubs met socially.

The object of the union as set forth in the constitution is "the discussion in open annual meeting of questions pertaining to social, educational and literary matters, and of methods for the best culture and advancement of the state." The annual convention has been marked by comprehensive programs, strong speakers and rich social opportunities: while notable art exhibits and excellent musical programs have characterized many of the meetings. Fourteen annual conventions have been held in the following places: Richmond, Terre Haute (twice), Lafayette (twice), Fort Wayne, Indianapolis, Huntington, Connersville, Warsaw, Bloomington, Evansville, Valparaiso and Crawfordsville. The presidents elected annually have been representative of the different sections of the state—1890, Mrs. Josephine E. Martin, Richmond; 1891, Mrs. A. B. McGregor, Indianapolis; 1892, Miss Elizabeth Nicholson, Indianapolis; 1893, Mrs. J. H. Smart, Lafayette; 1894, Mrs. C. R. Drver, Terre Haute; 1895, Mrs. Virginia C. Meredith, Cambridge City; 1896, Mrs. O. W. Connor, Wabash; 1897, Miss Merica Hoagland, Fort Wayne; 1898, Mr. John B. Wisely, Terre Haute; 1899, Mrs. Frances M. Swain, Bloomington; 1900, Mrs. Emma Mont McRae, Lafayette; 1901, Mrs. George F. Felts, Fort

Wayne; 1902, Mrs. S. Elliott Perkins, Indianapolis; 1903, Mrs. Elizabeth C. Earl, Connersville; 1904, Mrs. Eva B. Rohbock, Wabash.

The delegates from constituent clubs made reports to the first conventions concerning the work of their respective clubs, but soon the membership grew so large that the very valuable plan was necessarily abandoned. The importance of continuity in club work and the advantages of printed programs soon became apparent and the eagerness for exchange of programs was a marked feature of the earlier conventions, but with age and experience clubs have come to take their own initiative, so there is now little demand for exchanges. The reports of the constituent clubs soon disclosed the need for libraries universally felt outside of the larger cities. Study programs participated in by members is the general plan pursued by the clubs, therefore access to reference books is imperative. A few clubs early adopted the plan of each year purchasing with club funds a number of books relating to the subjects of the year's study; this excellent plan could not, however, be generally adopted and in consequence there is found recurring again and again in the minutes of the conventions resolutions relating to public libraries and library laws. At the Connersville convention the discussion assumed a more definite form, Miss Harriett Noble, Mrs. Virginia C. Meredith, Mr. Jacob P. Dunn and others making some valuable suggestions, but it was at the Warsaw convention of 1897 that the Indiana union of literary clubs took definite steps toward securing better library legislation and time has proved what earnestness of purpose will accomplish. In her president's address Miss Merica Hoagland "entered a plea for a library law which would establish a public library commission and secure to even the smallest towns free public libraries." At the last session of the same convention Mrs. Elizabeth C. Earl, of Connersville, introduced the following:

Resolved. That the president of this convention appoint a committee of five, of which she shall be one, to co-operate with the state library association, in framing a law which shall secure to Indiana a library commission, and this committee shall report progress at the next convention at Bloomington.

The union adopted the resolution and the following legislative committee was appointed: Mrs. Elizabeth C. Earl, Connersville;

Mrs. Jacob P. Dunn, Indianapolis; Miss Sarah A. Catlin, Warsaw; Prof. T. F. Moran, Lafayette; Miss Merica Hoagland, Fort Wayne. After a year's careful study of the library laws of the more progressive states, the committee submitted to the Bloomington convention its report, which contained the following provisions: The creation of a public library commission, said commission to assume charge of the state library, render the use of many of the books contained therein accessible to the whole people of the state; to give advice and information concerning the administration and organization of public libraries and make possible the establishment of a system of traveling libraries and the organization of township libraries. The report was adopted and the committee continued, as a legislative committee, with instructions to have the bill introduced into the next general assembly.

Inadvertently while working toward an ideal centralization of library interests separated in administrated form, though closely related to the school system of the state, the committee found itself somewhat involved in the state and nonstate school controversy which was coming up in the assembly of 1899. Prof. T. F. Moran, of Purdue university, resigned from the committee and Mr. James F. Stutesman, of Peru, was appointed by Mrs. Frances M. Swain to take his place. The committee introduced what it considered an ideal bill, "Senate Bill 58 (Brooks)" and allowed it to be amended by the senate committee to which it was referred. The irritation caused by the original measure has never wholly disappeared and the most interested in the library development of Indiana now feel that the elimination of that section relating to the state library was unwise, as there is little doubt but that it could have been carried.

As a direct result of the efforts of the Indiana union of literary clubs, in 1899, there was secured the passage of a law, creating a public library commission, providing for a system of free traveling libraries, appropriating \$3,000 for them and making possible the establishment of new township libraries. Governor Mount appointed as library commissioners Mrs. Elizabeth C. Earl, of Connersville; Mr. Jacob P. Dunn, of Indianapolis, and Mr. Joseph R. Voris, of Bedford. Governor Mount reappointed Mrs. Earl, and Governor Durbin, Mr. Dunn. At the expiration of his term Mr.

Voris, declining a reappointment, Mr. William W. Parsons, of Terre Haute, was appointed to fill the vacancy.

To meet an apparent need, the commission induced the general assembly of 1901 to make a sufficient appropriation to admit of extending the traveling libraries and the appointing of a library organizer. Miss Merica Hoagland, of Fort Wayne, was appointed library organizer. The value of the commission's services to the state commended itself to the legislature of 1903 and it granted for the further extension of library interests an annual appropriation of \$7,000. At present this is being expended in four departments of work: Purchase and circulation of traveling libraries; office and publication; instruction of libraries and library institutes; organization and improvement of public libraries. In all the commission's legislation the Indiana union of literary clubs has given valuable assistance.

The commission purchased and equipped 34 traveling libraries, which were ready for circulation August 26, 1899. By October, 1900, these had increased to 80 and at present number 127. During the second and third fiscal years, for some reason there was a decline in the popularity of the traveling libraries, 87 being sent out in 1901 and 72 in 1902. With the transfer of the administration and custody of the books to the commission's office the interest has been revived and the report for the year 1903 shows 244 traveling libraries circulated in the state. Miss Georgia Reynolds, of Elkhart, was appointed librarian of the traveling library department October, 1902.

From the opening of the office of the public library commission, November 1, 1901, information has gone out from it concerning the selection and classification of books, library organization, improved methods in administration, instruction of librarians, best building plans, etc.

The erection of the Henry Henley library building at Carthage and of 39 library buildings, the gifts of Mr. Andrew Carnegie to various cities in the state; has laid upon the commission the inspection of plans and the giving of advice concerning the essentials of library buildings.

From the first, the commission has given much attention to the instruction of librarians, assembling a class of thirteen members in its office October 31 to November 7, 1901. The first school for

librarians was held at the state house, April 17 to May 15, 1902. In May, 1903, the commission secured the services of Miss Anna R. Phelps as permanent instructor.

The second course of the school for librarians was held in 1903 at Winona Lake in connection with the assembly and summer school. At the same place will be held the third course in 1904. The course has gradually been improved until it ranks among the best in the country.

In May, 1903, the public library commission, following the plan of New York state, divided Indiana into seventeen districts for the purpose of holding library institutes similar to the teachers' and farmers' institutes. The Indiana union of literary clubs and the Indiana state federation of women's clubs are co-operating with the commission in appointing district library institute directors who will become responsible for the library interests in their sections. This concentration of attention upon a circumscribed area can not but be effective in the library development of the state.

Under the Mummert library law of 1901, amended in 1903, it is possible for any incorporated town or city to organize a free public library and the efforts of the public library commission is to encourage such organization, the library organizer visiting any place desiring to secure organization.

The part played by the Indiana union of literary clubs in the recent library development must not only be gratifying to each member of its affiliated clubs, but to every citizen of the commonwealth. In the very beginning it was decided that membership in the union should not be limited to women's clubs, but that men's clubs and mixed clubs should be included, and to this ideal the union has remained loyal. During its entire existence, however, there has been an element in the union that desired affiliation with the general federation of women's clubs. This, of course, was impossible while the constituency of the union included men's clubs and mixed clubs. When the "Indiana federation of women's clubs" was organized, in 1901, naturally some of the women's clubs belonging to the union withdrew in order to join that organization, thereby reducing the number of clubs in the union, which had reached 190 in 1900 to 136 in 1903. This loss in membership is explained in order to forestall incorrect inferences.

The annual convention of 1901 authorized four standing committees, the object being to secure definiteness of aim and concentration of effort in promoting "the best culture and advancement of the state." These standing committees were: Fine arts (music and architecture), education (schools, libraries, clubs and press), home economics (home and municipal housekeeping and the protection of family life), and business (executive work of the annual convention). Each committee was given the responsibility of a program for one session of the annual convention in addition to the task of interesting the constituent clubs in their respective subjects.

Mrs. C. B. Woodworth, of Fort Wayne, was appointed chairman of the "standing committee on fine arts." Up to the present time three traveling picture galleries have been purchased; one, of 45 photographs dealing with the technique of art; one, of 72 photographs on French painting; and a third, of 82 photographs and etchings outlining American art. These galleries are sent to any club of the union, the club becoming responsible for expressage one way and having the privilege of retaining the desired section two weeks or more. The committee is also prepared to send lecturers on art whenever requested to do so.

Mrs. May Wright Sewall, of Indianapolis, was appointed chairman of the "standing committee on education." The purpose of the committee was to find a means of relating clubs to the other educational agencies of the state, the home, the school, the church and the press.

"The whole world has always agreed that women have a right to be interested in their children, and a democracy more certainly and continually than any other form of government takes children out of the home. It is because children are taken out of the home by democratic institutions that under democratic institutions women must go out of the home to follow the children. Each woman by her personal influence follows by her care and her criticism her own children to and fro from their daily school, into the Sunday-school of her church; she may, if she will, dictate to her children what and how much of the daily paper they may read; she may, if she will, dictate to her children what public entertainments they may attend. It is in their organized capacity within the club that this function of guardianship, which

belongs to woman by virtue of her own nature and her maternal function, may be exercised by women." The committee by circular letters and by its convention programs has sought to enlist each individual club in a study of the schools and the press of its locality.

Mrs. Virginia Meredith was appointed chairman of the "standing committee on home economics." The announced object of the committee is to promote a public sentiment favorable to the teaching of home economics in the common schools and the colleges of the state.

"The wise use of knowledge, time, energy and money, in whatever pertains to the home, is the scope of home economics. Many clubs have observed the request of this committee to have special programs during the year, while in some instances clubs have had a series of consecutive programs dealing with the several phases of home economics. Speakers from schools and colleges where the subject is being taught have addressed the annual conventions. There are a number of schools in the state where a beginning is being made by the introduction of subjects closely related to the art of living. School superintendents usually are favorable to the idea, and when the club women of a town are sufficiently informed to be hospitable to the proposition to introduce this subject into the school, they become a helpful influence and one that sometimes prevents the too narrow conception of the subject which would limit the teaching to cookery and sewing. They may also prevent this by insisting upon specially prepared teachers who are competent to give instruction in hygiene, the distribution of income and house furnishing. The proposition that home is a place and an opportunity for the right development of the physical and spiritual natures is the basis for seeking to bring about a system of education that will give some degree of preparation to the one who would organize a home. The subject is not considered exclusively a woman's subject, but, on the other hand, is thought to be so difficult and so far-reaching in its influence that the intelligence and sympathy of men is solicited in its behalf."

Mrs. Harry Cook, of Evansville, was appointed chairman of the "standing committee on business," which has charge of all *the business* of the annual convention, even including resolutions

and elections. It contributes greatly to the rapid and orderly transaction of the business of the convention.

At the request of the standing committee on fine arts a standing committee on music was authorized with Mrs. Eunice A. Youche, of Crown Point, chairman.

The union of literary clubs is intelligent upon and interested in public questions, and has brought to its annual conventions the best thinkers upon educational and sociological themes, while the exhibition of the paintings of Indiana artists at Huntington in 1895, the "composition of a picture," graphically illustrated by W. R. French, at Evansville, in 1902, and the "embellishment of backyards," shown by stereopticon views from the National cash register company, of Dayton, Ohio, have had a beneficent influence not easily over-estimated because so widely diffused.

The union discussed forestry and asked legislative action before the present forestry laws were passed. At the present time it is asking a law making it mandatory that school boards shall include at least one member a woman.

The Indiana union of literary clubs is one of the potential forces in creating public sentiment favorable to advanced methods and agencies in education: it has become so on account of the scope of subjects embraced in club programs, the earnestness of its membership and the wide distribution throughout the state of its constituent clubs, the aggregate membership of which reaches into the thousands.

XII. SCHOOL FUNDS.

A. COMMON SCHOOL FUND—\$8,032,654.79.

1. HISTORY.

From the State Constitution.

Sec. 2. The common school fund shall consist of the congressional township fund, and the lands belonging thereto;

The surplus revenue fund;

The saline fund, and the lands belonging thereto;

The bank tax fund and the fund arising from the one hundred and fourteenth section of the charter of the state bank of Indiana;

The fund to be derived from the sale of county seminaries, and the moneys and property heretofore held for such seminaries; from the fines assessed for breaches of the penal laws of the state; and from all forfeitures which may accrue;

All lands and other estate which shall escheat to the state for want of heirs or kindred entitled to the inheritance;

All lands that have been or may hereafter be granted to the state, where no special purpose is expressed in the grant, and the proceeds of the sales thereof, including the proceeds of the sales of the swamp lands granted to the state of Indiana by the act of congress, of the 28th of September, 1850, after deducting the expense of selecting and draining the same;

Taxes on the property of corporations that may be assessed by the general assembly for common school purposes.

Sec. 3. The principal of the common school fund shall remain a perpetual fund, which may be increased but shall never be diminished; and the income thereof shall be inviolably appropriated to the support of common schools, and to no other purpose whatever.

Sec. 4. The general assembly shall invest, in some safe and profitable manner, all such portions of the common school fund as have not heretofore been entrusted to the several counties; and shall make provisions, by law, for the distribution, among the several counties, of the interest thereof.

Sec. 5. If any county shall fail to demand its proportion of such interest for common school purposes, the same shall be reinvested for the benefit of such county.

Sec. 6. The several counties shall be held liable for the preservation of so much of the said fund as may be entrusted to them, and for the payment of the annual interest thereon.

Sec. 7. All trust funds held by the state shall remain inviolate, and be faithfully and exclusively applied to the purposes for which the trust was created.

The purpose of the general assembly in 1852, upon the adoption of the new constitution, was to consolidate the several school funds into one common fund (see Art. viii. of constitution of Indiana), but the supreme court (6 Ind. 83) decided at the November term of 1854 that the congressional township fund could not be so used. We have then two distinct funds, known as the congressional township fund and the common school fund, which latter is made up of several funds, such as the surplus revenue fund, the bank tax fund, the saline fund, sinking fund and the seminary fund. (See R. S. 1881, sec. 4325, and school law, sec. 4325.)

B. THE CONGRESSIONAL TOWNSHIP FUND— \$2,465,983.65.

1. HISTORY.

The congress of the United States, by an act passed on the 19th of April, 1816, "to enable the people of the Indiana territory to form a constitution and state government, and for the admission of such state into the union on equal footing with the original states, offered for the free acceptance or rejection of the people, the proposition among other propositions that the section of land numbered 16 in every township, and when such section has been sold, granted or disposed of, other lands equivalent thereto, and most contiguous to the same, should be granted to the inhabitants of such township for the use of schools, on condition that the convention of the people in forming a state constitution should provide by an ordinance irrevocable without the consent of the United States, that every and each tract of land sold by the United States should be and remain exempt from any tax, laid by order or under any authority of the state, county, township, or any other purpose whatever, for the term of five years from and after the day of sale."

In 1827 the legislature of Indiana applied to congress to extend to the general assembly the power to sell the school lands. By act of congress, 1828, such request was granted and the trust estate became a "trust fund."

The provision of this act declared that "Said land, or any part thereof, shall in no case be sold, without the consent of the inhabitants thereof."

By virtue of acts of January 24, 1828, congressional lands were authorized to be sold and the money loaned, the interest applied to the use of schools.

By virtue of an act of 1833, February 2, which provided for three trustees for each congressional township and for a school commissioner for each county, the inhabitants of each congressional township were authorized to determine by vote whether the moneys received from the sale of lands should be forwarded to the state loan office (established by acts of January 9, 1821) or loaned to the citizens of the county.

In 1838 (see R. S. 1838, p. 509) each congressional township was made a body politic and corporate, and the affairs of the several congressional townships situated within each county were managed by a school commissioner who made deeds for the lands sold and loaned the money for the use of the township.

In 1843 the legislature (art. viii, sec. 114) made the counties liable to the inhabitants of the respective congressional townships for the preservation of said fund, and the payment of the annual interest thereon, at the rate established by law. Up to that time \$27,918 were lost to this fund through the failure of mortgagors to pay the funds borrowed in full.

The county auditors of the several counties manage this fund, loaning it upon mortgage secured by real estate, at 6 per cent. interest, and the interest is collected and apportioned within the respective counties managing it.

C. TABLE SHOWING INCREASE IN FUNDS FROM 1853 TO 1903.

<i>Year.</i>	<i>Total Fund.</i>	<i>Year.</i>	<i>Total Fund.</i>
1853.....	\$2,278,588 14	1883.....	\$9,271,748 79
1854.....	2,559,308 12	1884.....	9,339,205 58
1856.....	2,785,358 87	1885.....	9,458,085 71
1858.....	2,800,609 72	1886.....	9,518,887 83
1860.....	3,293,426 70	1887.....	9,617,250 49
1862.....	7,193,154 91	1888.....	9,654,552 05
1864.....	7,778,355 94	1889.....	9,765,598 25
1866.....	7,611,337 44	1890.....	9,784,170 56
1868.....	8,259,341 34	1891.....	9,856,585 77
1870.....	8,575,047 49	1892.....	9,986,855 59
1872.....	8,437,593 47	1893.....	10,057,649 37
1873.....	8,590,239 00	1894.....	10,157,163 32
1874.....	8,711,319 60	1895.....	10,141,316 47
1875.....	8,799,191 64	1896.....	10,218,432 19
1876.....	8,870,872 43	1897.....	10,256,418 72
1877.....	No record	1898.....	10,303,184 01
1878.....	No record	1899.....	10,312,015 27
1879.....	No record	1900.....	10,359,959 05
1880.....	No record	1901.....	10,390,326 33
1881.....	No record	1902.....	10,443,885 32
1882.....	No record	1903.....	10,498,716 09

XIII. SCHOOL REVENUES.

A. TUITION REVENUES.

1. FROM STATE.

a. FROM STATE TAXATION.

There shall be in the year 1895, and annually thereafter, assessed and collected, as other taxes are assessed and collected, the sum of eleven cents on each one hundred dollars worth of taxable property, and fifty cents on each taxable poll in the state, which money, when collected, shall be paid into the school revenue for tuition fund in the state treasury, and shall be apportioned to the several counties of the state in the manner now provided by law.

b. FROM INTEREST ON COMMON SCHOOL FUND.

The principal of all moneys, whether belonging to the common school fund, or the congressional township school fund, received into the county treasury, shall be loaned at 6 per cent. per annum payable annually at the end of each year from the date of such loan. The interest from these funds go to the tuition revenue.

2. FROM LOCAL SOURCES.

a. FROM LOCAL TAXATION.

The school trustees of the several townships, towns and cities shall have power to levy annually a tax not exceeding fifty cents on each one hundred dollars of taxable property and twenty-five cents on each taxable poll, which tax shall be assessed and collected as the taxes of the state and county revenues are assessed and collected, and the revenues arising from such tax levy shall constitute a supplementary tuition fund, to extend the terms of school in said townships, towns and cities after the tuition fund apportioned to such townships, towns and cities from the state tuition revenues shall be exhausted: Provided, however, That should there be remaining in the tuition fund of any township, town or city levying such tax at the close of any school year any unexpended balances of such supplementary tuition fund assessed and collected for use in such school year, or previous years, equal to or exceeding in amount one cent upon each one hundred dollars of taxable property in said township, town or city, then it shall be the duty of the county auditor to take notice of the same, and at the time when the trustee or trustees of such

school corporation shall make the annual levy for such tax such trustee or trustees shall make, under oath, an estimate of the amount of supplementary tuition fund that will be required to meet the actual expenses of the schools for the next school year, and from such estimate said auditor shall deduct the unexpended balance of such fund in such trustee or trustees' hands on the first Monday of July, and the said trustee or trustees shall make a levy not larger than shall be sufficient to produce a supplemental revenue equal to the corporation as well as upon money capital paid in: Provided, That this act shall not apply to waterworks companies.

b. FROM DOG TAX.

And when it shall so occur on the first Monday of March of any year in any township in the state of Indiana that said fund shall accumulate to an amount exceeding one hundred dollars over and above orders drawn on the same, the surplus aforesaid shall be paid and transferred to the county treasurer of the county in which such township is located and the fund arising from such surplus from the township of the county shall constitute a county dog fund and shall be distributed among the townships of the county in which the orders drawn against the dog fund exceed the money on hand. This distribution shall be made on the second Monday in March of each year, and if said county dog fund be insufficient to pay for all the live stock or fowls maimed or killed by dogs of all the townships the distribution shall be made in the ratio of the orders drawn against the dog fund of the townships and unpaid and unprovided for, which ratio shall be obtained from the report of the trustees of the townships made to the auditor of the county which is hereby directed shall be made by each township trustee of the county upon the first Monday of March of each year, which report shall show all receipts into the dog fund of his township, and all orders drawn against the same in the order in which they were drawn. And when it shall occur again upon the second Monday in March of any year that there is a surplus left of the county dog fund after provisions have been made for the payment for all the live stock or fowls killed or maimed, of all the townships of the county, such surplus shall be distributed for the schools of the county in the same manner the common school revenue of such county is distributed.

c. FROM LIQUOR LICENSE TAX.

The money and income derived from licenses for the sale of intoxicating liquors shall be applied exclusively to furnishing tuition to the common schools of the state, without any deduction for the expense of collection or disbursement.

d. FROM INTEREST ON CONGRESSIONAL TOWNSHIP FUND.

The revenues derived from the congressional township fund are distributed by the county auditors to the townships and counties to which they belong.

B. SPECIAL SCHOOL REVENUE.**1. FROM LOCAL SOURCES.****a. FROM LOCAL TAXATION.**

The trustees of the several townships, towns and cities shall have the power to levy a special tax, in their respective townships, towns or cities, for the construction, renting, or repairing of school houses, for providing furniture, school apparatus, and fuel therefor, and for the payment of other necessary expenses of the school, except tuition; but no tax shall exceed the sum of fifty cents on each one hundred dollars worth of taxable property and one dollar on each poll, in any one year, and the income from said tax shall be denominated the special school revenue. Any taxpayer who may choose to pay to the treasurer of the township, town or city wherein said taxpayer has property liable to taxation, any amount of money, or furnish building money for the construction of school houses, or furniture or fuel therefor, shall be entitled to a receipt therefor from the trustee of said township, town or city, which shall exempt such taxpayer from any further taxes for said purposes, until the taxes of said taxpayer, levied for such purposes, would, if not thus paid, amount to the sum or value of the materials so furnished or amount so paid: Provided, That said building materials, or furniture and fuel, shall be received at the option of said trustee.

XIV. COMPARATIVE TABLES ON FUNDS AND REVENUES.

The tables on following pages give a brief survey of the growth of Indiana's schools.

TABLE A. *PRINCIPALS OF SCHOOL FUNDS BY CALENDAR YEARS.

<i>Year.</i>	<i>Common School Fund.</i>	<i>Congressional Township Fund.</i>
1880	\$6,616,112 02	\$2,449,142 69
1885	6,923,854 57	2,404,936 82
1890	7,290,065 20	2,494,105 35
1892	7,454,632 41	2,500,761 87
1893	7,521,226 45	2,472,150 97
1894	7,585,228 10	2,571,935 22
1895	7,645,369 22	2,501,590 08
1896	7,714,433 46	2,503,998 73
1897	7,752,727 96	2,470,064 28
1898	7,799,150 75	2,504,033 26
1899	7,842,032 77	2,469,982 50
1900	7,892,303 52	2,467,655 53
1901	7,925,579 50	2,464,746 83
1902	7,978,580 70	2,465,304 64
1903	8,032,654 79	2,465,983 65

*These amounts are loaned by county auditors, payable annually at the end of the borrowers' year. Counties must pay interest on unloaned balances. The congressional principal has reached its maximum (approximately). The common school fund increases by fines, forfeitures, escheats, etc.

TABLE B. *REVENUES AVAILABLE FOR SCHOOL PURPOSES
EACH CALENDAR YEAR.

<i>Year.</i>	<i>Tuition Revenue for Paying Teachers.</i>	<i>Special School Rev- enue for Buildings, Repairs, etc.</i>
1880	\$2,943,105 77	\$1,461,891 15
1885	3,371,295 00	1,545,739 92
1890	3,794,526 03	1,777,598 32
1892	3,835,918 91	1,773,735 89
1893	4,428,267 10	1,940,462 09
1894	4,379,666 10	2,140,847 06
1895	4,735,088 63	2,412,507 03
1896	4,301,413 04	2,275,857 89
1897	4,533,316 62	2,411,351 23
1898	4,966,839 36	2,425,340 15
1899	5,290,217 61	2,507,825 97
1900	5,443,092 17	2,578,046 67
1901	5,480,400 56	2,542,460 01
1902	5,790,002 66	2,795,352 32
1903	6,160,381 86	3,163,011 29

*These revenues represent the January and June distributions of each calendar year. The June distribution is used, ordinarily, to meet the expenses of the schools for the first half of the succeeding school year. In view of this fact the sum of the tuition and special revenues set opposite each year above will not accord with the total revenues available for school expenditure as set forth in the succeeding table (Table C), which shows sources for the actual school year, namely, the June distribution of one year with the January distribution of the succeeding year. Neither will these figures agree with "Table D," showing the expenditures. Expenditures are always in excess of the revenues from tax and interest sources. The sources other than revenues are private tuition charges, money realized from bond sales, school warrants, and transfers.

TABLE C. SOURCES OF ALL SCHOOL

STATE SOURCES.					
I.	II.	III.	IV.	V.	VI.
School Year Ending July 31—	Raised by State Tax.	Interest on Com- mon School Fund Loans Paid by Bor- rowers.	Interest on Con- gressional Township Fund.	Total Revenue from State Sources.	Revenue Per Capita from State Sources.
1880	\$1,519,791 66	\$204,145 30	\$197,675 80	\$1,921,612 76	\$2 71
1884	1,408,113 49	211,112 19	187,162 70	1,806,388 38	2 51
1887	1,443,176 55	449,612 15	197,748 14	2,090,536 84	2 80
1888	1,403,412 91	464,140 73	218,118 93	2,085,672 57	2 74
1889	1,390,092 27	462,207 22	199,165 22	2,051,464 71	2 71
1890	1,446,255 46	476,184 31	180,188 30	2,102,628 07	2 72
1891	1,453,508 01	427,550 42	213,464 60	2,094,523 03	2 72
1892	1,483,036 42	436,924 66	191,761 17	2,111,722 25	2 76
1893	1,983,348 34	435,197 84	157,246 10	2,575,792 28	3 31
1894	2,077,323 12	436,960 17	161,906 62	2,676,189 91	3 36
1895	1,980,452 20	431,994 76	153,169 95	2,565,616 91	3 17
1896	1,868,745 11	444,400 13	154,817 02	2,467,962 26	3 08
1897	1,535,429 04	422,125 88	162,729 63	2,120,028 55	2 89
1898	1,508,187 59	437,794 99	148,744 53	2,154,727 11	2 87
1899	1,559,144 91	436,847 51	167,749 68	2,163,741 10	2 86
1900	1,595,344 10	451,055 84	147,456 01	2,193,855 95	2 90
1901	1,564,955 27	443,811 36	153,145 27	2,161,911 10	2 73
1902	1,623,170 87	423,130 68	139,059 59	2,185,361 14	2 88
1903	1,698,868 59	401,829 06	144,981 53	2,271,570 59	2 91

NOTES ON ABOVE TABLE: 1. In columns II, III, VII, VIII, IX, XI the sources of the revenues actually used are the January distribution of any year, together with the June distribution of the previous year, not the two distributions of a calendar year. The school year embraces the last half of one and the first half of the next calendar year.

2. In column IV the current year is used. The congressional interest remains about the same from year to year.

3. The table shows that the state's participation in education is about the same per capita each year, whereas the local support has more than doubled in the period from 1880 to 1903.

REVENUES IN INDIANA.

LOCAL SOURCES.							
VII.	VIII.	IX.	X.	XI.	XII.	XIII.	XIV.
Local Tuition from Local Tax.	Dog Fund Re- venue.	Special School Revenue.	Interest on Com- mon School Fund Paid by Counties on Un- loaned fund.	Liquor License Revenue.	Total School Revenue from Local Sources.	Revenue Per Capita from Local Sources.	Total Per Capita Revenue from both State and Local Sources.
\$589,093 21	None.	\$1,461,891 15	\$8,986 36	\$193,512 15	\$2,253,482 87	\$3 18	\$5 89
806,415 35	None.	1,410,091 09	20,969 11	279,885 89	2,517,361 44	3 50	6 01
951,979 78	None.	1,546,659 90	31,377 11	331,256 59	2,861,273 38	3 84	6 64
1,008,072 56	None.	1,615,396 52	22,202 16	344,342 79	2,990,004 03	3 93	6 67
1,001,032 68	None.	1,567,921 46	31,743 07	346,652 83	2,947,350 04	3 87	6 60
1,172,232 39	\$45,752 61	1,777,500 85	11,474 30	337,779 83	3,344,739 98	4 42	7 06
1,370,799 85	57,187 13	1,705,727 94	26,421 78	353,155 40	3,513,292 10	4 56	7 27
1,408,336 64	67,789 30	1,689,135 64	18,872 50	358,407 04	3,542,541 12	4 64	7 40
1,051,796 08	43,714 74	1,810,417 39	25,192 54	391,554 56	3,322,675 31	4 28	7 59
1,433,792 75	18,630 54	2,048,179 03	18,646 14	395,629 80	3,914,878 26	4 92	8 28
1,562,155 75	17,421 69	2,415,600 44	20,937 54	396,160 00	4,412,275 42	5 45	8 77
1,472,016 56	15,713 81	2,239,349 44	12,671 83	377,937 72	4,117,689 36	5 15	8 24
1,770,816 24	15,545 71	2,316,077 11	27,588 58	344,492 17	4,474,519 81	6 09	8 98
2,228,546 40	26,926 47	2,493,610 32	29,712 31	396,637 07	5,165,432 57	6 89	9 76
2,489,396 06	15,638 45	1,855,543 91	30,686 98	401,243 70	4,572,509 00	6 32	8 92
2,599,262 95	151,744 65	1,838,922 79	19,460 42	426,670 37	5,035,161 18	6 67	9 56
2,687,331 96	96,265 24	2,357,590 51	29,405 41	436,946 64	5,808,139 76	7 68	10 54
2,706,923 83	87,873 67	2,535,696 45	52,403 86	487,601 69	5,870,499 50	7 78	10 63
3,285,490 06	106,806 79	3,163,011 29	83,467 74	496,514 92	7,135,290 80	9 29	12 20

4. The per capita of revenues as above, column XIV, does not accord with the per capita cost of education (Table D). This is due to the fact that there are sources and expenditures which do not come through the regular channels of school taxes and revenues, e. g., tuition paid by private parties for the privilege of sending a child from one corporation to another. The per capita distribution of school revenue is never a measure of the per capita expenditure. The whole object in making this table is to show the relative degrees of participation of the state and local corporations in raising school revenues.

TABLE D. EXPENDITURES FOR THE MAINTENANCE OF COMMON AND HIGH SCHOOLS. COMPARATIVE TABLE.

NOTE.—This table takes no account of expenditures for the state's higher institutions.

Year.	Total Expenditure for Schools.*	Per Capita Expenditure on School Enumeration.*	Per Capita Expenditure on School Enrollment*
1897	\$7,696,985 13	\$10 25	\$13 96
1898	7,846,139 24	10 39	13 85
1899	8,188,088 74	10 83	14 70
1900	8,182,526 72	10 82	14 48
1901	8,444,267 56	11 14	15 16
1902	9,405,513 14	12 34	16 78
1903	9,901,645 41	12 90	17 66

*These items show all expenditures from the school funds (state and local). They do not take account of the following, paid from funds outside of school revenues:

- (a) Annual salaries of township trustees from township funds (approximated)..... \$80,000 00
- (b) Compulsory education expenses from county funds 36,000 00
- (c) Salaries of county superintendents from county funds (approximated) 92,000 00
- (d) Funds realized from the sale of local school bonds for building purposes No data.
- (e) Amount paid by counties out of county fund for county institutes (1903) 8,462 40
- (f) The total expended on account of items above (a, b, c, d, e.) will approximate \$500,000 annually, which added to the "total expenditures," would raise the per capita accordingly each year.

TABLE E. TEACHERS' WAGES—COMPARISON.

Year.	TOTAL EXPENDED FOR TEACHERS.	Average Yearly Wages of Teachers of All Grades and High Schools.	AVERAGE DAILY WAGES.					
			In Townships.		In Towns.		In Cities.	
			Males.	Females.	Males.	Females.	Males.	Females.
1897	\$4,516,658 40	\$300 07	.....	.....	.....	.....	.....	.....
1898	4,762,347 32	312 83	.....	.....	.....	.....	.....	.....
1899	4,800,964 64	309 98	\$2 10	\$1 90	\$2 99	\$2 04	\$4 34	\$2 33
1900	5,023,481 27	321 68	2 11	1 94	3 08	2 03	4 31	2 56
1901	4,930,292 37	308 54	2 14	1 94	3 06	2 07	4 38	2 34
1902	5,483,338 01	341 91	2 38	2 26	3 13	2 32	4 34	2 72
1903	6,122,075 17	381 65	2 43	2 27½	3 21	2 39	4 49	2 77

*The statistics for 1898 are given for all teachers in each corporation—not divided into classes of males and females: In townships, \$1.96; in towns, \$2.32; in cities, \$2.58.

TABLE F. PAY OF TOWNSHIP TRUSTEES.

<i>Year.</i>	<i>Amount Paid Trustees for Managing Educational Affairs.</i>
1897	\$87,607 64
1898	89,967 77
1899	110,122 90
1900	103,818 61
1901	109,975 68
1902	87,049 58
1903	95,287 55

TABLE G.

<i>Year</i>	<i>Enumeration.</i>	<i>Enrollment.</i>	<i>Attendance</i>
1880	703,558	511,283	321,659
1885	740,949	504,520	332,746
1890	*770,722	512,955	342,275
1892	776,963	511,823	360,664
1893	*795,256	519,009	350,963
1894	*808,261	541,570	392,689
1895	*798,917	529,345	392,015
1896	734,640	543,665	401,702
1897	749,902	551,073	402,747
1898	754,945	566,157	†432,931
1899	755,698	556,651	424,725
1900	756,004	564,807	429,566
1901	757,684	556,731	420,276
1902	761,801	560,224	423,078
1903	767,436	560,523	424,007

*From 1890 to 1895, inclusive, the enumeration lists were "padded." The new law on this subject makes it difficult to return an incorrect list.

†The best attendance is shown in 1898. This was due to the then new compulsory education law.

TABLE H.

The following table shows total amount of school fund since 1862, and the per capita belonging to each child of school age in the State:

<i>Year.</i>	<i>Enumeration.</i>	<i>Total School Fund Common and Congressional.</i>	<i>Interest Distributed Upon Basis of Funds</i>	
			<i>Per Capita of Funds on Enumeration.</i>	<i>Per Capita on Enumeration.</i>
1862	528,583	\$7,193,154 91	\$13 61	....
1864	557,092	7,778,355 94	13 96	....
1866	559,778	7,611,337 44	13 59	....
1868	592,865	8,259,341 34	13 93	....
1870	619,627	*8,575,047 49	13 84	....
1872	631,539	8,437,593 47	13 36	....
1874	654,364	8,711,316 60	13 31	....
1875	667,736	8,799,191 64	13 18	....
1876	679,230	8,870,872 43	13 06	....
1877	694,706	8,924,570 34	12 85	....
1878	699,153	8,974,455 55	12 85	....
1879	708,101	9,013,061 75	12 73	....
1880	703,558	9,065,254 73	12 88	....
1885	740,949	9,328,791 39	12 59	....
1890	770,722	9,784,170 55	12 69	.76
1892	776,963	9,955,394 28	12 81	.77
1893	795,256	9,993,377 42	12 56	.75
1894	808,261	10,157,163 32	12 56	.75
1895	798,917	10,146,959 30	12 70	.76
1896	734,640	10,218,432 19	13 90	.83
1897	749,902	10,222,792 24	13 63	†.82
1898	754,945	10,303,184 01	13 63	†.82
1899	755,698	10,312,015 27	13 64	†.82
1900	756,004	10,359,969 05	13 70	†.82
1901	757,684	10,390,326 33	13 71	†.82
1902	761,801	10,443,885 34	13 70	†.82
1903	767,436	10,498,716 09	13 68	†.82

*It is believed that the figures for 1870, which were taken from a former report, are not accurate.

†It is apparent that the growth in the school funds can no longer exceed the growth in school enumeration. For seven years the per capita distribution upon the basis of the interest from the funds has been the same amount, namely, 82 cents.

TABLE I. ADDITIONS TO COMMON SCHOOL FUNDS.

<i>Year.</i>	<i>Fines and Forfeitures.</i>	<i>Balance from Other Sources.</i>	<i>Total Additions.</i>
1880	\$43,910 48	\$8,489 67	\$52,400 15
1881	43,262 65	3,848 52	47,111 17
1882	53,591 59	26,644 06	80,235 65
1883	54,470 93	4,300 21	58,771 14
1884	58,220 46	6,939 11	65,159 57
1885	49,860 77	6,664 28	56,525 05
1886	57,907 91	4,465 27	62,373 18
1887	68,423 30	14,143 70	82,567 00
1888	70,617 08	13,167 60	83,784 68
1889	44,094 58	12,699 56	56,794 14
1890	68,208 16	14,455 88	82,664 04
1891	61,716 07	9,189 97	70,906 04
1892	71,106 23	11,134 86	82,241 09
1893	57,120 95	9,473 09	66,594 04
1894	58,830 43	5,162 22	64,001 65
1895	59,969 57	14,867 06	74,836 63
1896	57,119 03	11,945 21	69,064 24
1897	34,738 97	7,919 73	42,658 70
1898	41,682 94	4,739 85	46,422 79
1899	36,765 53	8,477 24	45,242 77
1900	44,858 23	6,439 64	51,297 87
1901	34,369 12	2,698 46	37,067 58
1902	43,444 43	9,706 77	53,151 20
1903	41,433 82	12,080 90	53,514 72

TABLE J. SCHOOLHOUSES, NUMBER OF TEACHERS AND SCHOOL TERMS.

<i>Year.</i>	<i>Number of School- houses.</i>	<i>Number of Teachers.</i>	<i>Average Length of School in Days.</i>
1880	9,647	13,578	136
1885	9,877	13,254	127
1890	9,907	13,278	130
1892	9,873	13,549	132
1893	10,007	13,896	No data.
1894	9,327	14,071	No data.
1895	9,327	13,869	No data.
1896	10,051	14,884	No data.
1897	10,053	15,052	136
1898	9,754	16,223	144
1899	9,983	15,488	140
1900	10,038	15,617	152
1901	10,003	15,979	140
1902	*9,987	16,039	146
1903	9,375	16,041	†137

*On account of school consolidation we have probably reached our maximum number of schoolhouses.

†The increase in teachers' wages has tended to decrease the length of school term.

SECOND DIVISION.

SECONDARY EDUCATION.

I. HIGH SCHOOLS.

A. COMMISSIONED HIGH SCHOOLS.

1. GENERAL STATEMENT.

Indiana is justly proud of her high school system. She has 704 high schools each employing two teachers or more. Add to this an estimated number employing one teacher each and the grand total will reach about 1,000, or approximately one high school for each township. We have high schools accessible to nearly every child in Indiana.

The law makes it necessary for every school officer to provide high school facilities at home or in lieu thereof to transfer eligible pupils at public expense to corporations maintaining them.

The following is a summary of high school statistics:

a. HIGH SCHOOL STATISTICAL SUMMARY.

1903.

1. Number of commissioned and non-commissioned high schools in Indiana having two or more teachers.....	763
2. Number of high schools having one teacher, about.....	240
3. Number of commissioned high schools.....	185
4. Number of graduates (1903) from non-commissioned high schools	1,344
5. Number of graduates (1903) from commissioned high schools	3,096
6. Number of pupils enrolled in non-commissioned high schools	13,305
7. Total paid teachers in non-commissioned high schools....	\$248,787 21
8. Total paid during the year for libraries, appliances, stoves, furniture, etc., not including janitors' service..	37,001 42
9. Total current or annual cost of maintaining non-commissioned high schools.....	285,788 63
10. Average cost per pupil in non-commissioned high schools..	25 00
11. Number of pupils enrolled in commissioned high schools..	23,336
12. Total paid teachers in commissioned high schools.....	\$570,803 90
13. Total paid for appliances, reference books, stoves and furniture in commissioned high schools.....	61,465 42
14. Total current or annual cost of commissioned high schools	632,269 32
15. Average current cost per pupil in commissioned high schools	33 00
16. Number of teachers employed in commissioned high schools	981
17. Number of teachers employed in non-commissioned high schools	848
18. Average yearly wages of teachers in commissioned high schools	\$726 00
19. Average yearly wages of teachers in non-commissioned high schools	432 00

From the figures given above it is evident that the state is concerned in a large way with secondary education. It is important, therefore, that the work be carefully supervised to avoid waste and incompetent instruction.

2. COURSE OF STUDY FOR COMMISSIONED HIGH SCHOOLS.

Adopted May 14, 1904.

a. INTRODUCTION.

The following course of study for the commissioned high schools of Indiana was adopted by the state board of education, May 14, 1904. It is a revision of the course adopted in 1898 and revised in 1902. It provides for required work as follows:

Three years of language, three years of history, three years of mathematics, two years of science, four years of English, and electives to complete a full course of four years. It is not intended that the course should be an absolute one, but that it should guide local school officers and teachers and form the basis of a minimum course. For example, the option is given in the first year to study either botany or zoölogy, or one of four languages. In the third year to pursue the study of English history throughout the entire year, or to divide the year between the French and English history; in the fourth year to study either physics or chemistry, or both, or to carry throughout the year any one of a number of electives. It is the desire of the board to have a few subjects contained throughout the entire course rather than a great field of subjects each through a brief period. It would not seem advisable to drop one year of English for the purpose of substituting an elective, nor does it seem advisable to drop one year of history and substitute an elective in a different department. A course of study containing few subjects pursued throughout the entire high school course has many advantages: First, It gives excellent training, scholarship and discipline in a given subject. Second, It makes necessary fewer teachers. Third, It requires a smaller library and equipment. The board recognizes the fact that a great many students do not continue their education beyond the high school. For that reason, the option is given of substituting commercial arithmetic or bookkeeping for solid geometry. It is the intention of the state board of education to inspect as many of the commissioned high schools each year as it is possible for them to reach. The points of interest to them are those required of all commissioned high schools, namely: First, The character of the teaching must be satisfactory. Second, The high school course must not be less than thirty-two months in length, continuing from the eighth year. Third, The whole time of at least two teachers must be given to the high school work. Fourth, At least one of the high school teachers must be a college graduate. Fifth, The pursuing of few subjects throughout the entire course, rather than many covering short periods. Sixth, A library adequate to meet all the demands for reference work and general reading supplementary to the regular text books. Seventh, Laboratories fully equipped to do all of the necessary work in the sciences pursued in any given high school. Eighth, No science should be taught for a term of less

than one year. Ninth, Admission to the high school must be given only to those who have completed to the entire satisfaction of the school officers and teachers, all of the work of the grades. Tenth, The high school building must be kept in good order, the sanitary appliances adequate, the heating and lighting good, and outhouses and indoor closets clean and sanitary. Eleventh, All courses leading to college entrance should provide at least three years of foreign language. (See outline.) Twelfth, Psychology, sociology and political economy should not be taught in high schools. Thirteenth, Beginning with the school year 1903 each high school must have in its faculty at least one graduate from an acceptable normal school, college or university. Fourteenth, The course of study must be at least a fair equivalent of the following:

b. OUTLINE COURSE.

FIRST YEAR.	SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.
(Required.)	Algebra, one-half year, and Plane Geometry, one-half year, or Concrete Geometry, one-half year. (Elective)	Plane Geometry, one-half year, and Solid Geometry, one-half year.	English.
Algebra.			American History and Civil Government.
Botany or Zoölogy.	English.	English.	Physics or Chemistry
English.	History of Greece, one-half year, and History of Rome, one-half year.	History of England, one year, or French and English History, one year, (one-half year each.)	ELECTIVES—Physical Geography, Geology.
Language— (a) Latin, (b) German, (c) French or (d) Greek.	Language.	Language.	Commercial Arithmetic. Bookkeeping or Language, one year.

c. DETAILED COURSE.

SCIENCE.

Systematic instruction in one or more branches of natural science is an essential part of the high school curriculum, but it should not be attempted unless a skilled teacher is available and proper facilities for laboratory work can be provided. The chief object of science teaching in the high school is not to impart information or attempt scientific training, but rather to fix the interest of the pupil upon natural phenomena, to develop his powers of observation, and to cultivate the scientific spirit of accuracy and truthfulness.

The choice of subjects to be taught should be made deliberately, for definite reasons and then adhered to; it should not be accidental to the wishes or convenience of teachers whose services may be of a temporary character only. At least one of the teachers in the high school should be employed because of special training and fitness to administer the particular science subjects of the curriculum.

Wherever possible a separate room should be provided for laboratory work, supplied with proper desks or tables and with cases for storing of apparatus. The equipment should be kept clean and in order. It is destructive of a proper estimate of the value of science study if the pupil is not made to respect and value highly all of the equipment and supplies furnished for that purpose. The equipment should be well selected, simple and for use.*

A common mistake in presenting science to high school pupils is the attempt to do too much. In most instances the amount of time, the character of equipment, the capacity of the teacher and the character of the pupil forbid the attempt to do more than teach some of the elementary principles of a science. Scientific theories which are not well established should be avoided and the attention of the pupil directed to a study of objects and phenomena, of causes and results and of relations. Intelligent note-taking and recording of work performed should be cultivated.

Not less than one year's time should be given to any particular branch of science.

BOTANY.

Only certain phases of botany can be profitably pursued in the high school. It is advised therefore that these be emphasized rather than that the work be extended. Much harm has been done both to science and to the pupil by the attempt to include in the high school course work which can only be given with profit in the college or university.

Plants as living things may obviously be studied in any one of three ways:

Morphology.

The general appearance of plants (form, color, gross anatomy, etc.), and their more evident adaptation to their surroundings, animate and inanimate, may be observed. At the present time this way of studying plants is the only one which pupils at the average high school, or at many of the commissioned high schools, can profitably attempt. It is known as the general morphology of plants. In this course, which should be as much as possible out of doors, the pupil should observe the young as well as the old plants, not merely as individuals, but as parts of the general scheme of nature, noting the conditions of soil, light, moisture and exposure under which they live, and their adaptation to these conditions. For the work of this course either Gray's "Structural Botany" (American Book Co., New York), or Coulter's "Plant Studies" (D. Appleton & Co., Chicago), may serve as a guide. These should be supplemented by such works as Kerner's "Natural History of Plants" (Henry Holt & Co., New York), or Coulter's "Plant Relations" (D. Appleton & Co., Chicago).

Anatomy.

The constructive elements of plants may be studied, noting not merely the form and the arrangement of the parts, but the fitness of each element, and the suitableness of each arrangement of elements to meet

*(Members of the board of education will be glad to give advice in such matters when requested.)

external conditions, largely those of a physical nature, such as mechanical strains, the force of gravitation, etc. Only in the most advanced high schools as yet can pupils profitably undertake the study of the microscopic anatomy of plants and the study of plants which, because of their minute size, must be examined under the microscope to be known at all. Some knowledge of the fundamental principle of physics will be necessary before such a course is attempted, not only that the pupil may understand the instruments with which he works (lenses), but also the mechanical and other principles involved in every plant structure, even the simplest. The state board of education distinctly advises against the introduction of microscopic anatomy into the high school course in botany except when the teacher in charge has been well trained for the work and the apparatus is ample and appropriate. Assuming that the subject is given one-fourth of the pupil's time during one year, the second course may be made to cover the following topics:

1. The Typical Plant Cell.—A study of its structure, general composition, contents, form and methods of multiplication.

2. Unicellular Plants.—A study of the general structure and main facts of growth and reproduction of yeasts and protococcus.

3. Multicellular Plants.—Noting the arrangements of cells together, the effect of such groupings on the numbers of the groups, the mechanical, physical and physiological results of such groupings and the modes of reproduction as shown by:

- a. Spirogyra (common pond scum) cladophora, chara or nitella.
- b. Mucor (bread mold).
- c. The rusts and mildews.
- d. A moss.
- e. A fern.
- g. Flowering plants.

The character and scope of desirable work under these various heads is indicated with sufficient accuracy in the various text-books in botany on the market. Additional books recommended for this course are "Spalding's Introduction to Botany" (D. C. Heath & Co., New York). Atkinson's "Elementary Botany" (Henry Holt & Co., New York). "Botany," L. H. Bailey (The Macmillan Co., New York). Sedgwick & Wilson's "Biology." Goodale's "Physiological Botany" (American Book Co., New York). Arthur, Barnes and Coulter's "Handbook of Plant Dissection" (Henry Holt & Co., New York). Bergen's "Elements of Botany" (Ginn & Co., Chicago). Bower's "A Course of Practical Instruction in Botany" (Macmillan & Co., New York). Strasburger, Schimper, Schenck and Noll's "Lehrbuch der Botanik." English translation (Macmillan & Co., New York). The following apparatus would be required for the efficient prosecution of this course: Compound microscopes, one for each pupil during his stay in the laboratory, but by dividing the class into small sections the total number of microscopes need not be large. The Bausch & Lomb Optical Co., Rochester, N. Y., or the Cambridge Botanical Supply Co., Cambridge, Mass. (who will import foreign instruments, duty free, for school), can furnish suitable microscopes from \$27 upward in price. Cheaper ones are untrustworthy. In addition will be needed:

Glass slides, about 75 cents per gross.

Cover glasses, 75 cents per ounce.

Razors, \$1 to \$1.50 each.

Camel's hair brushes (small), 20 cents or more per dozen.

Watch glasses (flat on bottom), 25 cents per dozen.

Dissecting needles (self-made by forcing sewing needles into slender handles).

Fine pointed forceps, 15 cents to 75 cents per pair.

Chemical reagents, such as iodine, glycerine, potassic-hydrate, potassic-iodine, and a few stains such as fuchsin, eosin, saffanin, costing in all about \$5.00.

Physiology.

The plant at work may be studied, considering both the nature of the work done and the means by which it is accomplished. The most important facts of plant physiology should be presented by the teacher to classes studying plants in either of the ways already described; but the study of plant physiology itself should not be attempted in the high school, since the conditions necessary for successful experimentation can not ordinarily be provided, and especially since the antecedent training in chemistry and physics essential to a comprehension of the questions involved can not have been given under high school conditions.

Zoölogy.

Assuming that one-fourth of the student's time for one year is devoted to the subject, the following scheme may be followed:

Fall and winter, a study of comparative anatomy of a series of animals, beginning with the lower types. In this the organism as a living thing may be considered, and then its parts, noting the division of the body into definite organs and systems for definite functions, and the gradual increase in complexity and efficiency of these organs and systems as the higher types are reached. Detailed outlines for the study of individual forms are to be found in Nos. 1 and 2 of the books mentioned below. The spring may be taken up with a more detailed study of some group of local representatives of animals most familiar to the teacher. In this connection frequent excursions must be taken, and especial attention paid to the variety of species found, the character differing most in the different species, the peculiar surroundings in which each one lives, the peculiarities that fit each one as to its peculiar home; the habits of each species, the coloration of each species as compared with its surroundings, the comparative number of individuals of each species, the difference between individuals of the same species. For this purpose Nos. 6 and 7 of the books given below will be found useful.

All of the books mentioned below should be accessible in the laboratory. Each student should be supplied with 1 or 2.

1. Elementary Biology. Boyer. About \$1.00; published by D. C. Heath & Co., Chicago.

2. Elementary Lessons in Zoology, Needham. About \$1.25; published by American Book Co., Cincinnati.

3. Elementary Biology. Parker. About \$2.50; published by Macmillan & Co., New York.
4. Invertebrate Morphology, MacMurich. About \$4.00; published by Henry Holt & Co., Boston.
5. Comparative Anatomy of Vertebrates, Wiedersheim. About \$3.50; published by Macmillan & Co., New York.
6. Manual of Insects, Comstock. About \$4.00; published by Comstock Publishing Co., Ithaca, N. Y.
7. Manual of Vertebrates, Jordan. \$2.50; published by McClurg & Co., Chicago.
8. Colton's Practical Zoology. 80 cents; D. C. Heath & Co., Chicago.
9. Holder's Elements of Zoology; published by D. Appleton Co., Chicago.
10. Pratt's Invertebrate Zoology; published by Ginn & Co., Boston.
11. Jordan and Kellogg's Animal Life; published by D. Appleton & Co., Chicago.

Apparatus for a Class of Ten.

A well-lighted room with table space of $2\frac{1}{2} \times 1\frac{1}{2}$ feet for each student. Two compound microscopes, at \$27.00. Bausch & Lomb, Rochester, N. Y. AAB2.

Five dissecting microscopes, at \$5.00. Bausch & Lomb, Rochester, N. Y. Improved Barnes.

One scalpel, one pair small scissors, one pair forceps, one blow pipe, hand lens, mounted needles. Five sets at \$1.00. To be had put up in small box form from E. H. Sargent & Co., Chicago, or Bausch & Lomb, Rochester, N. Y.

Alcohol may be purchased for schools at about 50 cents per gallon. Application should be made to some distillery to set aside ten gallons or more for withdrawal, duty free. A bond must be given for twice the amount of the tax of the alcohol to be so withdrawn. Printed instructions may be secured from the nearest collector of internal revenue.

PHYSICS.

It were better that this science be left out of the high school curriculum than to entrust its presentation to a teacher who has not had special training in a physical laboratory. If physics can not be taught well, substitute for it a science that can be. It makes not so much difference what is taught as how it is taught.

Physics is an experimental science, and must be taught largely by experiment. This means that each high school must have a supply of physical apparatus. But the amount that is actually required is much less than is generally supposed. With the aid of the apparatus and supplies mentioned in the appended list, an enthusiastic and skilled teacher will be able to give most of the experiments mentioned in the usual high school text-books on physics:

2 meter sticks (to millimeters and inches), at 25c.....	\$0 50
3 spring balances (24 lb.), at 15c.....	45
1 platform balance (beam graduated to 1-10 gm).....	5 65

1 set metric weights (2 kgm. to 1 gm.).....	\$1 75
1 box metric weights (brass), 100 gm. to 1 cgm.....	1 50
1 specific gravity balance (upright).....	3 00
1 pump (reversible, condensing and exhausting).....	3 00
10 feet 3-16-inch rubber tubing (heavy), at 10c.....	1 00
10 lbs. mercury, at 65c.....	6 50
10 lbs. glass tubing, soft, assorted sizes, at 50c.....	5 00
1 Bunsen burner (for gas).....	35
2 thermometers, 100 degrees C., etched on stem, at 95c...	1 90
2 tuning forks, C. & C', at \$1.50.....	3 00
1 sonometer	4 00
1 long brass spiral spring—for waves.....	75
2 flint glass prisms, at 35c.....	70
1 double convex lens, 4 inches, at \$1.25.....	1 25
1 crystal of Iceland spar.....	1 25
1 magnetic needle on stand	50
2 bar magnets (about 20 cm. long).....	50
1 electro magnet (helix), with removable core.....	1 50
1 astatic galvanometer	5 00
2 gravity cells (crowfoot), at 50c.....	1 00
1 grenet cell, 1 qt.....	1 75
2 lbs. insulated office wire, No. 18, at 35c.....	70
1 lb. iron filings.....	10
1 gold leaf electroscope	75
1 electrophorus	1 50
10 lbs. copper sulphate (commercial), at 5c.....	50
10 lbs. sulphuric acid (commercial), at 5c.....	50
1 lb. chromic acid	40
1 rubber (ebonite) rod, 1 cm. diameter.....	30
1 soldering outfit	75
For supplies (as tumblers, cans, zinc, corks, wire, chemicals, etc.) that can be purchased as needed of local dealers	10 00
Total	\$67 30

Suitable texts may be mentioned as follows:

Carhart and Chute's *Physics* (Allyn & Bacon, publishers).

Gage's *Physics* (Ginn & Co.).

Appleton's *School Physics*; *Outlines of Physics* (Macmillan & Co., publishers, New York).

Thwing's *Elementary Physics* (B. H. Sanborn & Co., Boston).

The following named are reliable dealers in supplies and apparatus:

W. A. Olmstead, 182 Wabash ave., Chicago.

Elmer & Amend, 205-211 Third ave., New York.

Chicago Laboratory Supply and Scale Co., Chicago.

The Columbia School Supply Co., Indianapolis, Ind.

CHEMISTRY.

The study of chemistry, accompanied by individual experimental work by the pupil and demonstrations by the teacher, provides excellent training in observation and a useful knowledge of important natural and industrial processes, as well as in logical thinking. The aim of the course in the high school should be mainly to secure an understanding of fundamental principles and the development of the powers of observation, deduction and expression. The pupil should not be led to think that he is being trained in the practice of analytical chemistry.

The course should include the study of a suitable text accompanied by numerous simple experiments done by the pupil to show the method of preparation and the properties of various substances. These should be supplemented by demonstrations by the teacher if circumstances permit, showing the quantitative relations concerned in some fundamental reactions. The pupil may thus become familiar by observation with the experimental evidence of the more important quantitative laws, and thus realize that our present theories have been deduced from and are not the causes of the facts observed.

With this in view, most of the time commonly devoted to qualitative analysis may well be given to more thorough work in general chemistry. Analytical work, unless under the guidance of a very exceptional teacher, is limited in its instructional value and has little direct application unless supplemented by more advanced study and practice.

The laboratory equipment need not be extensive. Table space is essential for the performance of experiments. Gas and water attachments are not indispensable but desirable. A resourceful instructor will be able to conduct the work of a class without most of the fixtures considered necessary in college and university laboratories. Of course the best equipment is desirable if the school can afford it. The elementary text-books on chemistry usually contain complete lists and prices of materials and apparatus needed for the course presented. The cost of such outfits will vary from \$15 to \$50, and since some of this is of permanent character, the subsequent annual cost of maintenance is small.

Not less than one year should be given to the study even in its elementary outline.

The following are some of the more recent texts which seem best adapted to high school work:

Briefer Course in Chemistry. Remson. (Henry Holt & Co.)

Experimental Chemistry. Newell. (D. C. Heath & Co.)

Elementary Principles of Chemistry. Young. (Appleton & Co.)

The following are reliable dealers in chemical apparatus and supplies:
E. H. Sargent & Co., Chicago.

Eimer & Amend, New York City.

The Chicago Laboratory and Scale Co., Chicago.

The Columbia School Supply Co., Indianapolis, Ind.

GEOLOGY.

It would be far better for the student and the school not to attempt to teach geology than to give a disconnected and poorly balanced course.

In case, however, it is desirable to include this subject, it is recommended that it be taught in connection with the physical geography, which may be elected in the last part of the third year or throughout the fourth year. At least one complete year should be devoted to the course. As far as may be possible, the work of the student should be, in part at least, of an observational nature. The student should be encouraged to reason and draw conclusions from observed facts.

As preparatory to further work, the high school courses in geology may be based upon Tarr's "Elementary Geology," or W. B. Scott's "Introduction to Geology." For the work in physical geography the course may be based upon Tarr's "Physical Geography." For fuller treatment of the topics than can be given in the course frequent reference should be made to the following books:

Dana, *Manual of Geology*. American Book Co.
Geikie, *Class Book of Geology*.
Shaler, *Story of Our Continent*.
Shaler, *Sea and Land*.
Russel, L. C., *Volcanoes of North America*.
Geikie, *Physical Geography*.
LeConte, *Elements of Geology*. D. Appleton & Co.

MATHEMATICS.

Two courses of study for classes in high school mathematics are herewith given, either of which covers the amount of mathematics required of commissioned high schools.

It will be seen that they differ but slightly, one introducing the study of concrete geometry which the other does not offer, and requiring its study previous to the study of demonstrative geometry, thus pushing demonstrative geometry one-half year farther along in the course.

The formal study of demonstrative geometry immediately following algebra is known to be extremely difficult for many students, and the study of concrete geometry as an introduction to demonstrative geometry, thus familiarizing the students with the simpler elements of the subject but particularly with the language of geometry, has been found by skilled instructors to make the mastery of demonstrative geometry much easier by students generally, and its study more thoroughly enjoyed by them.

It is recommended that those students whose school education will end with their graduation from the high school, be permitted to elect some other mathematical subject, say advanced arithmetic, advanced algebra or bookkeeping, in the place of solid geometry in the fourth year.

1. Algebra.

One and one-half years (at least twelve school months) of daily recitations given to the mastery of the fundamental processes, factoring, fractions, simple and quadratic equations, simple simultaneous equations, powers and roots. (I have omitted logarithms.)

The following named texts, which have been thoroughly tested by competent teachers of algebra, are recommended for use in high school classes:

1. Taylor's Elements. Allyn & Bacon.
2. Wells' Essentials. D. C. Heath & Co.
3. Wentworth's Revised. Ginn & Co.
4. Fisher and Schwatt. University of Pennsylvania.
5. Beman and Smith. Ginn & Co.
6. Milne-Academic. American Book Co.

2. Concrete Geometry.

One-half year (a minimum period of four school months) of daily recitations to be devoted to the mastery of the "language of geometry" and such of the simpler elements of geometry as may be illustrated in a concrete way. To be taught orally or with the assistance of some good text.

3. Demonstrative Geometry.

One year (eight school months) of daily recitations in plain geometry required of all students, and one-half year (four months) of solid geometry required of students who are preparing for entrance to college, but elective with those who will cease going to school at the close of their high school course. Special emphasis to be placed on the working out of practical exercises and the solution of original problems.

The following texts are recommended:

1. Wells' Essentials, Revised. D. C. Heath & Co.
2. Wentworth, Revised. Ginn & Co.
3. Beman and Smith, Revised. Ginn & Co.
4. Phillips and Fisher. American Book Co.
5. Milne. American Book Co.
6. Schultze and Sevenoak. The Macmillan Co.

YEARS.	COURSE I.	COURSE II.
First.....	Algebra.	Algebra.
Second.	Algebra, one-half of year. Demonstrative Geometry, one-half of year, Plane.	Algebra, one-half of year. Concrete Geometry, one-half of year.
Third.....	Demonstrative Geometry—Plane, one-half of year. Demonstrative Geometry—Solid, one-half of year.	Demonstrative Geometry—Plane, entire year.
Fourth.....	Elective.	Demonstrative Geometry—Solid, first half of year. Elective, second half of year.

FOREIGN LANGUAGES.

Latin, Greek, French or German, if equally well taught, may be given equal value in the high school course. But in order to meet the requirements for admission to Indiana colleges generally, a student must have had not less than three full years' work in some one of these languages.

Latin.

The study of Latin in the high school may be divided conveniently into periods of nine months each, whether or not these periods correspond to the length of the year in the several schools. Each period of nine months should be devoted to a distinct subject, the elements of the language, Caesar, Cicero and Virgil. These four subjects, or as many of them as the length of the course permits, should be taken in the order given above, and no subject should be begun until nine months has been spent upon the one immediately preceding. Schools having a three years' course, should, therefore, omit Virgil altogether; those having a two years' course should omit Cicero. The course which gives nine months to the elements and nine months to Caesar is a better course than one of the same length which distributes the last nine months among Caesar, Cicero and Virgil, or between any two of them.

A school library is as essential to good work in Latin as is a collection of apparatus to good work in physics or zoology. Thirty or forty dollars will buy a good working collection as a nucleus, and the following list is recommended as a good one from which to make selections:

Madvig's (Ginn & Co.) or Roby's (Macmillan) Latin Grammar; Kiepert's (Leach, Shewell & Sanborn) or Ginn & Co.'s Classical Atlas; Lewis' Latin Dictionary for Schools (Harper's); Harper's Dictionary of Classical Antiquities and Literature; Schreiber's Atlas of Classical Antiquities (Macmillan); Johnston's Latin Manuscript (Scott, Foresman & Co.); Gow's Companion to School Classics (Macmillan); Howard's Quantitative Pronunciation of Latin (Scott, Foresman & Co.); Mackail's Latin Literature (Scribner's); any good history of Rome; Plutarch's Lives; Roman Political Institutions, by Abbott (Ginn & Co.); History of Latin Literature, by Simcox (Harper's); Private Life of the Romans, by Preston & Dodge (B. H. Sanborn & Co.); Helps to the Intelligent Study of College Preparatory Latin, by Harrington (Ginn & Co.); Latin Phrase Book, by Meissner (Macmillan); Harper's Latin-English Dictionary; Smith's Dictionary of Greek and Roman Biography and Mythology, 3 vols. (Harper's); Ward Fowler's Julius Caesar (Putnam); Caius Julius Caesar, by Dodge (Houghton, Mifflin & Co.); Julius Caesar, by Dodge (Houghton Mifflin & Co.); Julius Caesar, by Napoleon III (Harper's); Julius Caesar, by J. A. Froude (Harper's); Caesar's Conquest of Gaul, by T. Rice Holmes, London, 1899 (Macmillan); Roman Britain, by H. M. Scarth (Oxford); Roman Poets of the Augustan Age—Virgil, by Sellar (Oxford); Essays on the Poetry of Virgil, in connection with his life and times, by Nettleship (D. Appleton & Co.); Master Virgil, by Tunison (Robert Clark & Co., Cincinnati); Classic Myths, by Gayley (Ginn & Co.); Story of the Aeneid, Edward Brooks, superintendent public schools, Philadelphia; Myths of Greece and Rome, by Guerber (American Book Co.); Johnson's Metrical Licenses of Virgil

(Scott, Foresman & Co.); Trollop's Cicero, 2 vols. (Harper's); Life of Cicero, by Forsyth (Scribner's); Catiline, Claudius and Tiberius, by Beesley (Longmans, Green & Co.); Cicero and the Fall of the Roman Republic, by Strachan-Davidson (Putnam's); Roman Life in the Days of Cicero, by Church (Dodd, Mead & Co.).

The first nine months in Latin should be devoted to the study of the elements of the language under the guidance of some one of the modern books for beginners. It may be safely said that good results may be secured from any book in the following list, and also that books not in this list should be adopted by experienced teachers only, who have themselves tested the books: Collar and Daniels (Ginn & Co.); Coy's (American Book Co.); Jones' (Scott, Foresman & Co.); Scudder's (Allyn & Bacon); Tuell & Fowler's (B. F. Sanborn). The main emphasis should be laid during the use of the beginner's book upon the pronunciation, the inflections, the order of words and the translations. In the average school time can hardly be spared for quantitative pronunciation, but the student should be well drilled in the Roman sounds of the letters and in accent. In regard to the inflections, nothing short of absolute mastery will suffice, and at least one-third of the recitation time should be devoted to black-board drills upon declensions and conjugations until such mastery has been gained. In drilling the pupils to take the thought in the Latin order the teacher should follow the method outlined by Professor W. G. Hale (Ginn & Co.) and should give daily exercises. In translation the teacher should insist upon faultless English, fluent and idiomatic, and should prepare his own translations of even the easiest sentences with great care that they may serve as models for imitation by the class. At least nine months will be necessary for doing well the work given in any of the beginner's books named above, and schools having a year of less than nine months in length should carry this subject over into the second year.

During the remainder of the course the work will be centered upon some one of the three great classics, and the methods of the several periods will differ very slightly. In justice to the teacher the authorities should insist that all members of a class use the same text, and special texts for class-room should be provided and owned by the school. As the work goes on less and less attention need be given to inflections, but the drill in reading in the Latin order and in idiomatic translations should be maintained to the end. Special attention must be given throughout the rest of the course to syntax. The student should be examined every day upon the notes in his edition, and the teacher should test his knowledge by setting English sentences based upon the vocabulary and syntax of the Latin text for translation. These sentences should be short and easy, and are best made by the teacher from day to day; if, however, the teacher lacks time to compose the sentences he may draw them from such manuals as Collar's (Ginn & Co.); Daniel's (B. F. Sanborn); Moulton's (Ginn & Co.); Dodge & Tuttle's (American Book Co.), or Rigg's *The Series in Latinum* (Scott, Foresman & Co.). In addition to this translation there should be a systematic drill in syntax based upon one of the older methods (Jones' is, perhaps, the most thoroughly tried) which should be continued throughout the second (Caesarian) and third (Ciceronian) period. While Virgil is read, prose composition may be suspended and the time

devoted to reports upon mythology based on assigned references to works in the library. Sight translation, once a fétich, should be used with caution, and only in connection with the text of the next day's lesson. In Caesar a text may be selected from the following: Kelsey (Allyn & Bacon); Harper and Tolman, or Harkness (American Book Co.); Chase & Stuart (Eldridge & Bro.); Greenough (Ginn & Co.); Lowe & Ewing (Scott, Foresman & Co.).

It is recommended that the class read first Book I, Chapter 1-29, then Books II, III and IV, and then the omitted chapters of Book I, or an equivalent amount from Book V.

In Cicero the class should read first the four orations against Catiline, then one of the longer orations (e. g., the Manilian Law, the Milo, the Murena or Roscius, then if there is time for further reading, a selection from the letters will be found interesting and profitable. The following editions are the best: Kelsey (Allyn & Bacon); "D'Oge" (Sanborn, Boston); Greenough's (Ginn & Co.); Johnston's (Scott, Foresman & Co.).

In Virgil the reading should be confined to the Aeneid and Book III may well be postponed or omitted altogether. Scanning should be taught from the first, and either the advance or the review lesson ought to be scanned in full every day. The following editions are recommended: Greenough & Kittredge (Ginn & Co.); Comstock's (Allyn & Bacon); Frieze's six books and vocabulary (American Book Co.).

Practical suggestions on the teaching of the Latin in the high schools of Indiana will be found in a paper read before the classical section of the state teachers' association in December, 1896, by Professor Johnston, of Indiana university. It may be obtained without cost of Scott, Foresman & Co., 368 Wabash ave., Chicago.

*Greek.**

1. A beginner's book, followed, if time permits, by the reading of easy selections from Xenophon.
2. Three or four books of the Anabasis, or two of the Anabasis and two of the Hellenica, with plentiful exercise in prose composition and some study of Greek history.
3. Three or four books of Homer, either Iliad or Odyssey, with careful study of forms and the heroic meter, and a general view of Greek literature.

*German.**

1. Elementary German, using a beginner's book, supplementing the same with Guerber's *Märchen und Erzählungen*, and Storm's *Immensee*.
2. German Grammar and reading of *Höher als die Kirche*, *Aus dem Leben eines Taugenichts*, *Der Neffe als Onkel* and *Der Bibliothekar*.
3. Prose composition and reading of *Der Fluch der Schönheit*, Wilhelm Tell, Hermann and Dorothea, Minna von Barnhelm. A general view of German literature.

*Course outlined by the city superintendents' association.

*French.**

1. A standard course in elementary French, with exercise in composition, and the reading of L'Abbe Constantin and kindred selections from French literature.
2. Continue the study of French grammar and read Madame Therese, Coppee et Maupassant, and Contes de Daudet.
3. French composition and reading of Hugo's Hernani, Moliere's Le Bourgeois Gentilhomme, and Racine's Athalie.

LITERATURE AND COMPOSITION.

The object of the English course in the commissioned high school is to give the student the ability to speak his native language correctly, to write readily and effectively, to read with sympathy and insight, and thus to strengthen himself with the best thoughts of others, and to communicate his own best thoughts in an unmistakable way. To attain this object involves the teaching of literature and of composition. One recitation a day for four years should be given in English.

The teaching of composition should extend over the full period of four years, even if the subject can not be taught oftener than once a week. The reason for this is that composition is not a subject that seeks to impart a given amount of information; it is a subject that concerns itself with the student's ability to express himself at all times. This ability can be conveyed to the student only by drilling him in writing at all stages of his career. As he grows in thought, he must advance in expression; and hence practice in composition must be continuous until the student has the command of English suggested above.

There is less reason for making the study of literature continuous; in so far as the study of literature consists of information, it may be taught like history or science; but in so far as it is a training in taste, it requires continuous treatment. Add to this the fact that literature is a potent aid to composition, and it appears that, on the whole, literature ought to be taught continuously through the four years. If, however, only one of the two subjects can be taught continuously, that one subject should be composition.

As to the relative amount of time to be spent on literature and composition, it is suggested that approximately two-fifths of the time given to English be devoted to composition.

This course of study is recommended for the non-commissioned and township graded high schools of the state also, and teachers are urged to follow the suggestions for commissioned high schools whenever possible.

The work should be done so well that pupils completing one, two or three years in the non-commissioned schools should receive credit for same upon entering any of the commissioned schools.

COMPOSITION.

The work in composition should consist of constant practice in writing. The two great sources of material that the pupil should use in his

*Course outlined by the city superintendents' association.

work are (1) his own experience, (2) literature. The work in literature and composition should be so correlated as to make the first furnish a great deal of the material for the second, while the second should strongly supplement the first. Themes or essays upon subjects well within the student's range should be called for at least once a week. Many short papers, daily, if possible, rather than longer papers weekly, will contribute to the ends sought. Difficult, complex subjects, beyond the reach of the immature mind, should never be given. These papers should be corrected, discussed and returned for rewriting. Careful, conscientious supervision of the work on the part of the teacher, and judicious, sympathetic criticism of all the work on the part of the teacher and pupils is strongly to be desired. There is a large part of the habit-forming element in composition. Correction should involve points in spelling, grammar, punctuation, choice of words and construction of paragraphs. The teaching of rhetoric should be made distinctly subordinate to the teaching of composition.

The study of standard authors as models; for example, Irving and Stephenson in description; Hawthorne, Poe and James in narration; Thoreau and Martin in exposition; Burke, Webster and Beecher in argumentation. Of these forms of discourse, description and narration should receive most attention. Exposition should have more time than argumentation. It is not necessary, however, that pupils spend a great deal of time in learning to make sharp distinctions between these various forms of discourse.

No one text-book in rhetoric or composition will be found adapted to the needs of every school. The text-books named below are all practical books; but the teacher must remember that in composition teaching no text-book can take the place of stimulating class-room instruction.

Studies in English Composition, Keeler and Davis; Outlines of Rhetoric, Genung; Handbook of Composition, Hart; Foundations of Rhetoric, Hill; English Composition, Newcomer; Exercises in Rhetoric and Composition, Carpenter; School English, Butler; Composition-Rhetoric, Scott and Denny; Composition and Rhetoric for Schools, Herrick and Damon; Composition and Rhetoric, Lockwood and Emerson; Talks on Writing English, Arlo Bates; English Composition, Barrett Wendell; Short Story Writing, Charles Raymond Barrett; Philosophy of the Short Story, Brander Matthews; Story Composition, Sherman Cody; The Story Teller's Art, Charity Dye.

LITERATURE.

The work in literature should consist mainly of the study of representative selections from the work in English and American authors. The simpler forms of writing, those that the student can interpret most easily, should be first presented, narrative poems and those having strongly marked symbols coming before descriptive poems and those in which the charm is largely in suggestion. As the student gains in interpretative power, the more difficult forms may be put before him. Thus the literature work might fitly begin with selections from Longfellow and Whittier, and end with Shakespeare, Browning and Carlyle.

The emphasis should at all times be placed upon the study of the literature rather than upon books about literature. But this should not mean that some very systematic work should not be done in studying the development of the literature and the place occupied by each author in this development. This work may be in the form of talks by the instructor, or some of the briefer manuals may be put into the hands of the pupils.

While it is true that it is better to know a few books well than to know many imperfectly, yet it is also true that one purpose of this work is to give an idea of the extent of the fields covered. To that end a number of masterpieces should be studied in reasonable detail, while many more should be read rapidly for special points and to give some hint to the pupil of the great variety and diversity of literary products. The greatest objection to a set course of masterpiece study is that it gives an utterly false perspective of the subject. This may in some measure be corrected by the means suggested.

In the following list the dates refer to the year of graduation, i. e., a class graduating in 1902 should read during its high school career the books named under that date.

I. For general reading and composition work:

	1902.	1903.	1904.	1905.
Shakespeare— <i>Merchant of Venice</i>	*	*	*	*
Shakespeare— <i>Julius Caesar</i>	..	*	*	*
Addison— <i>De Coverly Papers</i>	*	*	*	*
Tennyson— <i>The Princess</i>	*	*	*	*
Lowell— <i>Vision of Sir Launfal</i>	*	*	*	*
Scott— <i>Ivanhoe</i>	*	*	*	*
Coleridge— <i>Ancient Mariner</i>	*	*	*	*
Pope— <i>Iliad</i> , I, VI, XXII, XXIV.....	*	..	..	..
Goldsmith— <i>Vicar of Wakefield</i>	*	*	*	*
Cooper— <i>Last of the Mohicans</i>	*	*	*	*
George Eliot— <i>Silas Marner</i>	*	*	*	*
Carlyle— <i>Essay on Burns</i>	..	*	*	*

II. For minute and critical study:

Shakespeare— <i>Macbeth</i>	*	*	*	*
Milton— <i>L'Allegro</i> , II <i>Penseroso</i> , <i>Comus</i> , <i>Lycidas</i>	*	*	*	*
Macaulay— <i>Milton and Addison</i>	*	*	*	*
Burke— <i>Congratulation with America</i>	*	*	*	*

(*) An asterisk indicates the year a book is to be used.

It is greatly to be desired that every high school be supplied with a large number of standard works suited to the needs of boys and girls of high school age. Opportunity would thus be offered for directing to considerable extent the outside reading of the boys and girls at this important period of their mental development. For purposes of general reading and culture it is suggested that as many of the works named below, and others of similar character, as can be supplied be placed on the shelves of the library in every high school of the state:

d. LIST OF BOOKS FOR HIGH SCHOOLS—SUPPLEMENTARY.

- Cervantes, S. M. de. *Don Quixote*; abridged by Clifton Johnson.
 Hugo, Victor. *Jean Valjean*; ed. by Sare E. Wiltse.
 Stevenson, R. Louis. *Treasure Island*.
 Morse, John T. *John Quincy Adams*.
 Shunmway, Edgar E. *Day in Ancient Rome*.
 Harrison, Benj. *This Country of Ours*.
 Ball, Robert S. *Starland*.
 Bulfinch, Thos. *Age of Fable*.
 Bulwer-Lytton, Sir Edward. *Last Days of Pompeii*.
 Guerber, H. A. *Legends of the Middle Ages*.
 Hale, E. E. *Man Without a Country, and Five Other Stories*.
 Curtis, Geo. Wm. *Prue and I*.
 Dickens, Chas. *Story of Oliver Twist*; condensed by Ella B. Kirk.
 Matthews, Wm. *Getting on in the World; or Hints on Success in Life*.
 Hellprin, Angelo. *Earth and Its Story*.
 Shaler, N. S. *Story of Our Continent*.
 Thoreau, Henry D. *Succession of Forest Trees*.
 Byron, Lord. *Childe Harold*; ed. by Andrew J. George.
 Dryden, John. *Palamon Arcite*; ed. by W. H. Crawshaw.
 Goldsmith, Oliver. *She Stoops to Conquer*.
 Wordsworth, Wm. *On the Intimations of Immortality*.
 Griffith, Wm. Elliott. *Brave Little Holland and What She Taught Us*.
 Hodgkin, Cyrus W. *Indiana and the Nation*.
 Marcus Aurelius Antoninus. *The Thought of*; ed. by Edwin Ginn.
 Campbell, Thomas. *Pleasures of Hope*.
 Emerson, R. W. *American Scholar, Self-Reliance and Compensation*.
 Keats, John. *Endymion*; ed. by Gollancz.
 Moore, Thos. *Lalla Rookh*.
 Pope, Alex. *Essay on Man*.
 Sophocles. *Antigone and Oedipus King*; tr. by Coleridge.
 Moore, Sir Thos. *Utopia*; ed. by Gollancz.
 Wallace, Lew. *Ben Hur*.
 Warner, Chas. Dudley. *Being a Boy*.
 Lamartine, A. de. *Oliver Cromwell*.
 Mahaffy, J. P. *Old Greek Life*.
 Whipple, Edwin P. *Character and Characteristic Men*.
 Plato. *Apology, Crito*; tr. by Paul E. More; *Republic*.
 Mulock, John Halifax Gentleman.
 Kipling, R. *Light that Failed, Captains Courageous*.
 Dickens, Chas. *David Copperfield; Nicholas Nickleby*.
 Bryant, Wm. C. *Thanatopsis*.
 Brooks. *Lecture on Biography*.
 Burke. *Speech on Conciliation with America*.
 Coleridge. *Ancient Mariner*.
 Cooper. *Last of the Mohicans*.
 DeQuincey. *Revolt of the Tartars*.
 Dickens, Chas. *Tale of Two Cities*.
 Epictetus.

- Gayley. *Classic Myths in English Literature.*
 Elliot, George. *Silas Marner.*
 Goldsmith, Oliver. *Vicar of Wakefield; Deserted Village; The Traveler.*
 Irving, W. *Sketch Book.*
 Johnson. *Rasselas.*
 Macaulay. *Essays on Addison and Milton.*
 Milton. *Paradise Lost, Bks. I, II, and Lycidas; L'Allegro, Il Penseroso, Comus.*
 Plutarch. *Lives.*
 Ruskin. *Selections.*
 Scott. *Ivanhoe; Tales of a Grandfather.*
 Shakespeare. *Merchant of Venice; Julius Caesar; Hamlet; Macbeth;*
 ed. by Hudson.
 Coverley, Sir Roger de. *Papers.*
 Tennyson. *The Princess; Enoch Arden; In Memoriam; Locksley Hall.*
 Webster. *Speeches; First Bunker Hill Address.*
 White. *Natural History of Selborne*
 Wright, C. D. *Industrial Evolution of the U. S.*
 Clodd, Edw. *Story of Primitive Man.*
 Atkinson, Philip. *Electricity for Everybody.*
 Grinnell, G. B. *Story of the Indian.*
 Lodge, H. C. and Roosevelt, Theodore. *Hero Tales from American History.*
 Walker, F. A. *Making of the Nation, 1783-1817.*
 Dana. *Two Years Before the Mast.*
 Poe. *Raven.*
 Schurz, Carl. *Abraham Lincoln.*
 Chaucer. *Prologue, The Knight's Tale, and The Nun's Priest's Tale.*
 Lowell. *Vision of Sir Launfal; Books and Libraries; My Garden Acquaintance.*
 Franklin, Benj. *Poor Richard's Almanac and Autobiography.*
 Hawthorne. *Great Stone Face; Snow-Image.*
 Whittier. *Snow-Bound; Maud Muller.*
 Emerson. *Behavior; Books.*
 Everett. *Character of Washington.*
 Longfellow. *Evangeline; Building of the Ship; Courtship of Miles Standish.*
 Tennyson. *Charge of the Light Brigade; Death of the Old Year; Crossing the Bar.*
 Wordsworth, Wm. *To a Skylark; To the Cuckoo; Daffodils; To the Daisy.*
 Burns. *The Cotter's Saturday Night; To a Mouse; For A' That and A' That; Auld Lang Syne.*
 Lamb. *Dream Children; Dissertation Upon Roast Pig; Barbara S—; Old China.*
 Coleridge. *Kuble Khan.*
 Bacon. *Essays; of travel; of Studies; of Suspicion; of Negotiating; of Masques and Triumphs.*
 Lowell. *Abraham Lincoln; Commemoration Ode.*
 Holmes. *Autocrat of the Breakfast Table.*

Hughes. Tom Brown's School Days.
 Larcom, Lucy. A New England Girlhood.
 Longfellow. Children's Hour.
 Dickens, Chas. Christmas Carol.
 St. Pierre. Paul and Virginia.
 Brown, John. Rab and His Friends.
 Carlyle. Goethe, an Essay.
 Gray. Elegy in a Country Churchyard.
 Lamb. Essays from Elia.
 Thomson. The Seasons.
 Thackeray. Lighter Hours.
 Homer. Iliad; Odyssey; tr. by Bryant.
 Aeschylus. Prometheus Bound; tr. by More.
 Euripides. Alkestis; Medea; Hippolytos; tr. by Lawton.
 Dante. Divine Comedy; tr. by Norton.
 Omar Khayyám. Rubáiyát; tr. by Fitzgerald.
 Fiske. War of Independence.

COURSE IN HISTORY AND CIVICS FOR COMMISSIONED HIGH SCHOOLS.

Second Year—

History of Greece (first half year).
 History of Rome (second half year).

Third Year—

History of England (whole year), or
 History of France (first half of year),
 History of England (second half of year).

Fourth Year—

American History and the Civil Government of United States and Indiana (throughout the year).

Text-books—

History of Greece. Myers, Botsford.
 History of Rome. Allen.
 History of England. Larned; Montgomery; Oman; Coman and Kendall.
 History of France. The Growth of the French Nation, Macmillan.
 American History. McLaughlin; McMaster; Channing; Fiske.
 Civics—U. S. Fiske; Hinsdale; Macy; Wright.
 Civics—Indiana. Rawles; Hodgkin.

It is recommended that the third year's work, while particularly devoted to France and England, be made to include a general survey of mediæval and modern history. As a basis for such study France is to be preferred. If, however, the year consists of at least nine full months, this subject may be taken up during the first half, and the remaining time be devoted to England. In this case it would be well to concentrate the work in English history on the development of English institutions since

the accession of the Tudors, going over briefly earlier phases of English history like the Norman conquest, Magna Charta and the beginning of parliament.

In the fourth year it is desirable that the work in American history and civil government be as closely correlated as possible. Thus, the study of the text of the articles of confederation and of the constitution should come in connection with the study of their historical setting.

Among the books that should be placed in the library as reference books in history may be named the following:

History for Ready Reference. Larned, 6 vols.

History of Rome. Duruy, 8 vols.

History of Greece. Botsford.

History of Rome. Gibbon.

History of Middle Ages. Duruy.

History of France. Duruy.

History of England. Froude.

History of England. Green.

History of England. Oman.

History of England. Guest.

The Dutch Republic. Motley.

United Netherlands. Motley.

Periods of European History. The Macmillan Co.

Ferdinand and Isabella. Prescott.

Philip II. Prescott.

England in the Eighteenth Century. Leckey, 8 vols.

Civilization During the Middle Ages. Adams.

Causes of the French Revolution. Dabney.

History of the People of the United States. McMaster.

Twelve English Statesmen. The Macmillan Co.

American Statesmen Series. Houghton, Mifflin & Co.

History of the United States. Bancroft.

Epochs of American History. Longmans, Green & Co.

American History Series. Scribner's.

Schouler's History of the United States.

Rhodes' History of the United States.

Critical Period of American History.

American Common Wealth Series.

Bryce's American Commonwealth.

Also each school should be supplied with:

MacCoun's Historical Geography of Europe. Ancient and Classical Period.

MacCoun's Historical Geography of Europe. Mediaeval and Modern Period.

MacCoun's Historical Geography of the United States, or some series of charts equivalent thereto.

3. LIST OF COMMISSIONED HIGH SCHOOLS.

<i>City.</i>	<i>Superintendent.</i>
Akron	Mrs. Carrie Templeton.
Albany	W. L. Cory.
Albion	J. A. Cummings.
Alexandria	J. G. Collicott.
Amboy	A. E. Martin.
Anderson	J. W. Carr.
Angola	H. H. Keep.
Arcadia	E. J. Llewellyn
Ashley	J. A. Moody.
Attica	E. H. Drake.
Auburn	B. B. Harrison.
Aurora	J. R. Houston.
Bedford	W. E. Alexander.
Bloomfield	C. B. McLinn.
Bloomington	J. K. Beck.
Bluffton	W. A. Wirt.
Boonville	C. E. Clark.
Boswell	J. H. Barnes.
Brazil	L. B. O'Dell.
Bremen	W. F. Ellis.
Broad Ripple	S. B. Plaskett.
Brookville	H. L. Smith.
Brownstown	W. B. Black.
Butler	H. G. Brown.
Cambridge City	Lee Ault.
Cannelton	J. F. Organ.
Carmel	John W. Teter.
Carthage	J. H. Scholl.
Cayuga	Colfax Martin.
Chalmers	John Gowers.
Charlestown	W. A. Collings.
Chesterton	S. H. Roe.
Churubusco	Claud Belts.
Cicero	F. A. Gauze.
Clinton	Wm. F. Clark.
Colfax	C. O. Mitchell.
College Corner	E. P. Wilson.
Columbia City	C. L. Hottel.
Columbus	T. F. Fitzgibbon.
Connersville	W. S. Rowe.
Converse	C. E. Spaulding.
Covington	H. S. Kauffman.
Corydon	Jesse W. Riddle.
Crawfordsville	W. A. Millis.
Crown Point	F. F. Heighway.
Dana	W. H. Smythe.
Danville	O. C. Pratt.

<i>City.</i>	<i>Superintendent.</i>
Darlington	Daniel Freeman.
Decatur	H. A. Hartman.
Delphi	E. L. Hendricks.
Dublin	J. C. Mills.
Dunkirk	C. E. Vinzant.
East Chicago	W. C. Smith.
Edinburg	C. F. Patterson.
Elkhart	D. W. Thomas.
Elwood	C. S. Meek.
Evansville	Frank W. Cooley.
Fairmount	C. H. Copeland.
Flora	J. S. Slabaugh.
Fortville	W. A. Myers.
Fort Wayne	J. N. Study.
Fountain City	B. W. Kelley.
Fowler	Lewis Hoover.
Frankfort	E. S. Monroe.
Franklin	H. B. Wilson.
Frankton	J. B. Fagan.
Galveston	E. E. Tyner.
Garrett	E. E. Lollar.
Gas City	J. H. Jeffrey.
Goodland	M. A. Hester.
Goshen	V. W. B. Hedgepeth.
Gospport	Edwin L. Thompson.
Greencastle	H. G. Woody.
Greenfield	W. C. Goble.
Greensburg	E. C. Jerman.
Greentown	H. E. Shephard.
Greenwood	O. E. Behymer.
Hagerstown	O. L. Voris.
Hammond	W. H. Hershman.
Hartford City	C. H. Drybread.
Hobart	W. R. Curtis.
Huntingburg	F. D. Kepner.
Huntington	W. P. Hart.
Hebron	S. N. Greery.
Indianapolis	C. N. Kendall.
Jasper	B. Sanders.
Jeffersonville	C. M. Marble.
Jonesboro	A. E. Highley.
Kendallville	D. A. Lambright.
Kentland	C. L. Stubbs.
Kirklin	F. B. Long.
Knightstown	W. D. Kirlin.
Knox	C. W. Egner.
Kokomo	R. A. Ogg.

<i>City.</i>	<i>Superintendent.</i>
Ladoga	J. F. Warfel.
Lafayette	R. F. Hight.
Lagrange	W. H. Brandenburg.
Lapel	W. W. Mershon.
Laporte	John A. Wood.
Lawrenceburg	T. H. Meek.
Lebanon	C. A. Peterson.
Liberty	J. W. Short.
Ligonier	W. C. Palmer.
Lima	A. W. Nolan.
Linton	Oscar Dye.
Logansport	A. H. Douglass.
Lowell	H. B. Dickey.
Lynn	Ossian S. Myers.
Madison	C. M. McDaniel.
Marion	B. F. Moore.
Markle	John Reber.
Martinsville	J. E. Robinson.
Michigan City	P. A. Cowgill.
Middletown	H. N. Coffman.
Mishawaka	J. F. Nuner.
Mitchell	J. L. Clauser.
Monon	J. H. Shaffer.
Montezuma	J. A. Lineberger.
Monticello	J. W. Hamilton.
Montpelier	L. E. Kelley.
Mooresville	W. C. Pidgeon.
Mt. Vernon	E. G. Bauman.
Muncie	G. L. Roberts.
McCordsville	W. B. Stookey.
Nappanee	S. W. Baer.
New Albany	C. A. Prosser.
New Augusta	John Shipman.
New Carlisle	J. W. Rittinger.
New Castle	J. C. Weir.
New Harmony	Joseph Kelley.
New London	M. R. Heinmiller.
Newport	J. W. Kendall.
Noblesville	J. A. Carnagey.
North Judson	C. F. Blue.
North Manchester	C. F. Miller.
North Vernon	G. P. Weedman.
Oakland City	R. J. Dearborn.
Odon	F. M. McConnell.
Orleans	M. S. Mahan.
Oxford	M. F. Orear.
Paoli	J. C. Brown.
Pendleton	E. A. Allen.

<i>City.</i>	<i>Superintendent.</i>
Pennville	W. W. Knox.
Peru	A. A. Campbell.
Petersburg	Sylvester Thompson.
Pierceton	F. F. Vale.
Plymouth	R. A. Randall.
Portland	Hale Bradt.
Princeton	Harold Barnes.
Redkey	J. E. Orr.
Remington	J. N. Spangler.
Rensselaer	W. H. Sanders.
Richmond	T. A. Mott.
Rising Sun	R. L. Theibaud.
Roachdale	E. C. Dodson.
Roann	J. C. Reynolds.
Roanoke	W. T. Lambert.
Rochester	D. T. Powers.
Rochester Township High School	W. H. Banta.
Rockport	F. S. Morganthaler.
Rockville	O. H. Blossom.
Rushville	A. C. McGregor.
Salem	Lotus D. Coffman.
Seymour	H. C. Montgomery.
Shelbyville	J. H. Tomlin.
Sheridan	Abraham Bowers.
Shipshewana	J. W. Hostettler.
Shoals	O. H. Greist.
South Bend	Calvin Moon.
South Whitley	J. W. Coleberd.
Spencer	A. L. Whitmer.
Summitville	A. C. Wooley.
Sullivan	W. C. McCullough.
Swayzee	E. E. Petty.
Terre Haute	W. H. Wiley.
Thorntown	T. C. Kennedy.
Tipton	I. L. Conner.
Topeka	L. K. Babcock.
Union City	Linnaeus Hines.
Upland	W. W. Holiday.
Valparaiso	A. A. Hughart.
Van Buren	S. W. Convo.
Veedersburg	W. C. Brandenburg.
Vevay	E. M. Danglade.
Vincennes	A. E. Humke.
Wabash	Miss Adalaide S. Baylor.
Walkerton	A. E. Clawson.
Wanatah	F. R. Farnam.
Warren	J. H. Shock.

<i>City.</i>	<i>Superintendent.</i>
Warsaw.....	Noble Harter.
Washington.....	W. F. Axtell.
Wartersloo.....	W. S. Almond.
Waveland.....	Rupert Simpkins.
Westfield.....	W. A. Jessup.
West Lafayette.....	E. W. Lawrence.
Whiting.....	R. L. Hughes.
Williamsport.....	S. C. Hanson.
Winamac.....	W. H. Kelley.
Winchester.....	O. R. Baker.
Windfall.....	John Owen.
Wolcott.....	E. B. Rizer.
Worthington.....	W. B. VanGorder.
Zionsville.....	H. F. Gallimore.

4. PROFESSIONAL TRAINING OF HIGH SCHOOL TEACHERS.

The public high school as it exists today in America is largely the growth of the past sixty years. These schools have to a large extent supplanted the endowed academies and private schools that formerly constituted the only connection between the elementary schools and the college. Its development has been so rapid and complete that at the beginning of the twentieth century we find it a fundamental part of the system of public education in all our states.

The functions of the high school may be enumerated as follows:

1. It completes and symmetrizes the work begun in the elementary schools.

2. It seeks the safety of the state by extending to the more capable children of all classes those educational advantages that will result in the selection and training of leaders for intelligent service in academic, professional, and industrial life.

3. It opens the doors of the college, the technical, and the professional schools to capable boys and girls of slender means.

4. It supplies teachers and furnishes incentives to the elementary schools.

5. It seeks to maintain political equality and active sympathy among all classes.

6. It serves to extend among the mass of people the beneficent results of higher training and sound learning.

7. It seeks to implant in the minds of youth the fundamental notions of idealism and morality.

In making a study of the high schools of the country one will find that the weakest element in their work results from lack of trained teachers. A great majority of the teachers have received no professional training whatever. It has been too long held that teachers like poets are born, not made, and therefore any professional and technical instruction, or criticism of their work is superfluous. There seems to be a belief that by some mysterious process of mental alchemy college students may be transformed into successful teachers by sitting behind the instructor's desk. A young man does not become a practicing physician after taking a college course in physiology, or a lawyer after passing his examination in constitutional law; the state in both cases protects, alike, the young man from himself and the community from his inexperience. This sort of protection is not extended to the schools of the state, and high school students everywhere are sufferers from the well meant but crude efforts of college graduates to gain experience, an experience that must be gained at the expense of their pupils. Hundreds of young teachers with high scholarly attainments enter our high schools with ambition to succeed, rejoicing in their opportunities for success; yet there is a constant procession of those who as failures abandon the profession simply because they never were taught the first principles of theory and practice, and of method in the work before them.

The secondary school is not merely the first four years of the college, nor is it an additional four years of the elementary schools. The secondary school of today fills a place in the education of the child that is untouched by the elementary school or the true college. The child enters the high school at from thirteen to fifteen years of age, and for the next four or five years passes through a distinct and vital period of his development. His training during this adolescent period presents new and vital problems that are not met in the primary or elementary schools, and which are not important in the real college.

With this psychological and new birth, new and distinct methods become imperative. The individual at this stage more than at any other time of his life, is susceptible to real culture and

development. In most lives this is the time of natural dawn of the educational instinct. It is the waking time of life in both body and mind. It is now that we find "subtle emotions are setting into dispositions, and dispositions are becoming character." This is especially the period "when the great instincts of altruism begin to be felt and transform the soul, and there comes to the individual the great conception that life is after all not to be lived for self, but for others; there comes to the soul the instinct of subordination and sacrifice, of being ready to die for what he would live for."

In this period of the child's growth there is demanded of both parents and teachers a larger knowledge of his physical and psychical life than at any other time; here a broader knowledge of the child nature and the laws of his growth is imperative. Here, as well as in the kindergarten and the elementary schools, the teacher trained for his particular work is a necessity.

It is only during the last few years that there has arisen any serious question concerning the necessary qualifications of teachers in the secondary schools. So long as the only secondary school of consequence was the academy or college preparatory school, so long the only teacher worth considering was the college graduate. He who would successfully fit boys for college must himself know by experience what the college demanded. But with the growth of knowledge of the child's life, with an enlarged curriculum, and especially since the growth of the high school has introduced variety, not only in the subject of instruction, but in the purposes of the school as well, the former supply of teachers has proved inadequate. Unquestionably the lack of professional training and technical knowledge in the art of teaching, on the part of the average college graduate, had great weight in promoting the belief that a college education was not an essential pre-requisite for teaching in the secondary schools. In hundreds of cases the normal school graduate, the specialist and the elementary teacher who has made a reputation in school management have been selected for positions in the high school in preference to those with a liberal college training.

We may deplore the situation as we will, it is nevertheless true that the college-trained teacher without true professional knowledge has but a slight advantage in gaining admission to

our secondary school. The college graduate has been carefully weighed these many years and too frequently found wanting. The specialist and the normal school graduate have also been tested and the popular verdict is that they, too, are often poor craftsmen. The educational welfare of the country demands that public opinion recognize higher standards of professional preparation. Those interested in the good of the school must know that "School keeping is not necessarily school teaching." The technical ability to teach includes both. "The art of teaching is mimicry and a dangerous gift" unless it is founded on the true science of life, which takes into account the ends and means of education and the nature of the mind to be taught. "Graduates of colleges and normal schools must fail as teachers in the high school if they teach only as they have been taught." The methods of college professors are not always the best, and if they were, high school pupils are not taught or disciplined as college students are. The work of the secondary school is unique. It requires an arrangement and presentation of the subject matter of instruction in a way unknown in the elementary school and unheeded in most college teaching; it requires tact, judgment, and disciplinary powers peculiar to the management of youth.

In considering the question of the advanced training of teachers for the secondary schools we can not fail to take into consideration the problem of remuneration of the teacher. It is becoming harder, year by year, for the college graduate to find employment in the schools at a living salary. Granted that the number of positions annually falling vacant is relatively stationary, and that the number of applicants are annually increasing, but one result may be expected unless an increase of wages can be brought about. The law of supply and demand would seem to force the salaries down. In the majority of secondary schools of the country, little pecuniary inducement is offered to the intending teacher to take an advanced course in professional training. It may seem true that so lightly is higher professional training regarded in secondary schools that it is a question whether the average teacher who must depend on the usual salary can afford to spend the time and money necessary to the higher preparation for his work.

While we acknowledge the strength of this argument, we still contend that the great advantage of the trained teacher in the high school will be finally recognized. When the American people see that a thing is really worth having they know how to pay for it without grumbling. The better class of secondary schools over the country now pay fair salaries and insist on getting the ablest teachers. The very fact that the competition for these positions is disagreeably keen is the surest guarantee of a better system of training teachers for the secondary work. The earnest young teacher can not afford to compete, other things being equal, with those whose preparation has been less expensive and less complete than his; the only hope of the ambitious college graduate is to put himself distinctively above his competitors in the field of his chosen work. This fact furnishes the opportunity for the teachers' college and the school of pedagogy in the university. It is precisely this condition of affairs which makes possible for the first time in America a serious consideration of ideal methods for training teachers for secondary schools.

The committee of fifteen have said that "One-sixth of the teachers in the United States are engaged in secondary work and in supervision. These are the leading teachers. They give educational tone to the communities as well as inspiration to the larger body of teachers. It is of great importance that they be imbued with the professional spirit springing from sound professional culture. The very difficult positions which they fill demand ripe scholarship, more than ordinary ability, and an intimate knowledge of the period of adolescence."

During the sixty years of the existence of the normal school in America, its influence on the educational methods and thoughts of the country has been beyond estimate and its growth phenomenal. According to the latest educational report of the national bureau of education, 69,593 students were in attendance at the different normals and training schools of the United States. The excellence and thoroughness of the work in most of these schools have always made them centers of educational thought in our country. That these institutions have as yet failed to provide an ideal preparation for all classes of teachers is largely due to the fact that they have in nearly all cases disregarded some of the most fundamental principles of professional training

which were so ably set forth by Commissioner Harris in his article on "The Future of the Normal School." The most obvious of these defects is the failure to differentiate the work they have attempted. The result of this failure is that all students, irrespective of the part they are to take in the profession, are trained side by side. The same course is supposed to train teachers to become city superintendents, county superintendents, principals and teachers at high schools, elementary teachers, primary teachers, and teachers in normal schools and colleges. It is certainly plain that the qualifications and equipment needed for teachers in these various positions are different in a very large degree.

The great advance made in educational methods during the past twenty years surely warrants us in saying that a new era in the problem of training teachers is beginning, resulting first from the demand of public opinion for a higher class of trained teachers in all departments of the school, and secondly, from the recent movement of colleges and universities in establishing professorships of education. It is evident to all students of educational processes that the method of instruction and the organization of the work of training teachers should vary according to the grade of education in which the student expects to work. Commissioner Harris, in the article above referred to, says: "There is one method for the higher education and another for the elementary. Within each of these there should be a further discrimination of methods, so that five stages of method will be noted." These five he enumerates as the method of the kindergarten, of the elementary school, of the secondary school, of the college, and of the university. Speaking of the work which will be required of the future normal school and the department of education in the university, he says: "The student will be taught how to present a branch of study symbolically according to the method of the kindergarten; by typical facts as in the elementary school; scientifically as in the secondary school; comparatively as in the college; as a specialist would investigate it in the post-graduate course."

In France there are three classes of normal schools and the prospective teacher enters one or the other according to his intention of becoming a teacher in the elementary schools, a teacher

in the secondary schools, or a teacher of teachers. The first of these normal schools trains those who are to be teachers of boys and girls under the age of fifteen. Eighty-nine of such normals have been established for young men and eighty-six for young women in France and the French colonies. For the training of instructors in these normal schools two special schools have been established, one for men and one for women. Here the subjects taught in the elementary schools are studied with a special reference to the needs of those who are to become a teacher of teachers.

The normal school for the training of teachers for positions in secondary and higher institutions of learning is at Paris. In this school there are approximately one hundred students who are chosen by competitive examinations, open only to those who hold the bachelor's degree. At the end of the first year of the course all students are required to pass the examination for the master's degree. In all these normal schools courses are given in philosophy, psychology, history and principles of education, and during the last year of the course much time is devoted to observation and practice teaching under skilled critic teachers.

In Germany's experience we find an illustration of the truth that for the true high school teacher "to liberal scholarship must be added special scholarship, and to special scholarship professional knowledge, and to professional knowledge technical skill." There the intending teacher in the secondary schools must first of all be a graduate of a secondary school; he must also hold a degree from the university; he must then obtain a certificate from a state board of examiners. But this certificate confers no right to teach. Something more than culture and scholarship is required. The applicant must have taken a course in philosophy, ethics, logic, psychology, and in the history and principles of education, and have spent one full year in the teacher's seminary, where he is trained in special methods of presenting the subjects which he expects to teach, in practice teaching under guidance, and in familiarizing himself with practical workings of a secondary school. It is safe to say that Germany owes more to the professional training of her teachers and their strong professional spirit than to any other factor in her educational system.

When taking up the study of this question your committee addressed a letter of inquiry to about sixty leading educators of the United States containing the following questions:

1. In addition to the regular collegiate course, or its equivalent, what professional training should be required of applicants for high school positions?

2. How can this training be given by colleges?

3. How can this training be given by our normal schools?

4. How can this training be given by our city training schools?

5. What requirements as to professional training are made of applicants for high school positions by the Board of Education of your city?

Fifty-one answers were received to this letter. In answer to the first question, forty-two said that in addition to the regular college course one or more years of strictly professional character covering the work of the high school should be required.

Of these forty-two answers, twenty-one insisted that one-half year or more should be given by all students to the observation of good high school work and practice in actual teaching under skilled critic teachers. Among those favoring the requirement of the practice work were the following: Charles Degarmo, Cornell university; Elwood Cubberly, Leland Stanford; F. Truedley, Youngstown, Ohio; George P. Brown, Bloomington, Ill.; J. F. Millspaugh, Minnesota state normal; Edwin B. Cox, Xenia, Ohio; G. Stanley Hall, Clark university; Henry Wittemore, Massachusetts state normal; J. M. Greenwood, Kansas City; W. N. Hailmann, Dayton, Ohio; Paul H. Hanus, Harvard university; Sam T. Dutton, Columbia university; Arthur C. Boyden, Massachusetts state normal; S. T. Dial, Lockland, Ohio; C. B. Gilbert, Rochester; C. A. McMurray, Bloomington, Ill.; Francis W. Parker, Chicago; H. S. Tarbell, Providence, R. I.; L. H. Jones, Cleveland, Ohio. Twelve of these forty-two made the specializing in the subject the candidate expects to teach, in addition to the usual college course, a very important requirement.

In the second question the general answer was that the colleges and universities could furnish opportunities for the preparation of high school teachers by the establishment of schools of pedagogy for graduate students. In order to provide for the observation

and practice work provision would necessarily have to be made for co-operation with the public high school in the vicinity of the college where students could do work under skilled direction.

The answers to the third question were nearly uniform and to the effect that this work could not be done by the normal school as generally organized. But it would require the establishment in these schools of special departments for intending high school teachers who have completed the regular course in the college or its equivalent, and the establishment of practice school facilities.

Concerning the fourth question the answers were uniform to the effect that the city training school could not practically do this work owing to the small number of teachers required and the large cost of maintaining a special school for this work. This plan was tried for a time at Providence, R. I., and at Brookline, Mass.

The answers to the fifth question were to the effect that no city from which an answer was received had any uniform requirement in regard to the professional training of high school teachers. Most of the cities require that the candidates have a college education or its equivalent, and many of them that they should have specialized in the branches they are to teach. Two answers held that professional training for elementary work and successful practice therein were a good preparation for high school teachers.

What, then, is the ideal preparation to be expected of high school teachers? The lowest requirements we can consistently demand would include four elements: (1) General academic culture. (2) Special academic training in the subjects the candidate expects to teach. (3) Theoretical professional training. (4) Practical training in the art of teaching.

First. General culture. Six years ago the committee of fifteen said that "the degree of scholarship required of the secondary teacher is by common consent fixed at a college education. No one, with rare exception, should be employed to teach in a high school who has not this fundamental preparation." The culture gained by a four years' course in advance of the grades to be taught is not too much to demand. The inspiring influence that comes from a well developed manhood or womanhood taught

to view the subjects of the secondary school in a comparative manner, and trained to see the relationships existing in the various spheres of knowledge, is a force that the managers of a high school can not afford to neglect.

Second. Special training in the subjects to be taught. The fact that a high school teacher must in some degree be a specialist is generally recognized. In addition to the usual college course, the applicant should have specialized one or more years either during his college course or in the post-graduate courses of the university in the subjects he expects to teach. Mr. Russell, of Columbia university, in his article on the "Training of Teachers for Secondary Schools," says: "The strongest argument that we can use against the average college graduate is that he has nothing ready to teach. This argument applies with even greater force to the normal graduate, however well he may be equipped on the professional side. Neither liberal culture nor professional skill can at all replace the solid sub-stratum of genuine scholarship on which all true secondary education rests. No one who knows the scope, purpose, and methods of collegiate instruction, no one familiar with the work of the average normal school, will for a moment say that such training necessarily gives any remarkable degree of special knowledge. Special scholarship is an absolute necessity to qualifications for secondary teaching. Without it the teacher becomes a slave to manuals and text-books; his work degenerates into a formal routine with no life, no spirit, no educative power."

Third. Theoretical professional training. The committee of fifteen outlined the course in the science of teaching for the secondary teacher to include psychology in its physiological and experimental features, methodology, school economy, history of education, and philosophy of education. The true teacher must know the nature of mind. He must understand the process of learning, the formation of ideals, the development of the will, and the growth of character. The secondary teacher should have had such a course in professional work as will enable him to view his own subjects and the entire course of instruction in their relation to the child and society. "A teacher may be able to teach the subject ever so well, may have the reputation of being a distinguished educator, yet through his whole life may

be a teacher of Latin or physics or history, rather than a teacher of children." The secondary teacher needs to know the psychology of the adolescent period, in particular. This is that important time in a child's life which we know as the period of beginnings, the beginning of a more generous and ambitious life, a period having the future wrapped up in it; a transition period of storm and stress, in which egoism gives way to altruism and the social, moral and religious feelings bud and bloom. To be a guide of youth in this formative state requires a nature both deep and sympathetic, and a knowledge and insight into the deeper nature of child life.

Fourth. Practical training in the art of teaching. The special training for the actual work of the schoolroom is of primary importance. It is safe to say that no quality is so absolutely desired in the teacher as the technical ability to teach. After the question relating to general culture, special and professional knowledge have been answered, there comes the all-important question that must be asked of every candidate—"Can he teach?"

This training in the art of teaching should include both observation and practice. In all real training schools for secondary teachers, students must be required to observe true high school work until they have become saturated with its spirit. They must also be given large opportunity to do practice teaching under the guidance of skilled critic teachers.

Many of the larger colleges and universities of our country have within the past few years recognized the importance of professional training of college graduates for teaching in high schools and colleges and have established post-graduate courses in educational work to meet this need. A few of the best normal schools have also sought to meet this demand, and have established regular courses, in which college graduates may do a high grade of professional work. In most instances, however, both the normal schools and the colleges have failed to afford opportunities for regular practice work in high school teaching. In many cases they provide ample opportunity for observation, but omit entirely the practice work.

In Harvard pedagogical school arrangements have been made with the neighboring high schools whereby graduate students, before completing their course in professional work, may not only

observe high school work, but do actual teaching under skilled critic teachers. In Brown university we understand that graduate students in the pedagogical department may teach half the time in the Providence high school under skilled supervision. The Columbia teacher's college affords opportunities to all students for both observation and practice work. The high school at Brookline, Mass., under Superintendent Dutton, arranged to give graduate students from Wellesley college opportunities for observation and practice under critic teachers. We understand that a few of the state normals in the east have offered similar advantages to students preparing for high school teaching.

The Indiana state normal school attempts to do four things in order to aid the student wishing to engage in high school work in their preparation:

1. The course of study affords to the students a fairly adequate opportunity to study the different branches taught in the high school, and to specialize upon them.

2. In the practice work the students who are to enter upon teaching in the high schools are given more extended observation and practice in grades seven and eight than in the lower grades. This enables them to have a very clear notion of the condition of students entering the high schools.

3. By an arrangement with the city school board and the superintendent of the city schools, such students are assigned for observation in the Terre Haute high school. This observation is both general and special; that is, they observe the work of the different departments in general, and give special observation in the department for which they are preparing.

4. These students at the end of the work in observation make a specific report to the head of the professional department as to courses of study, methods and presentations, etc., as found in the high schools.

The Indiana university offers courses in psychology, philosophy and pedagogy in educational work which it would require several years' study to complete. Some of these are designed especially for intending high school teachers and give in compact, separate, practical form such a survey of principles, methods, and organization in secondary education as is deemed necessary. The fol-

lowing statements of these special courses are taken with but slight alteration from their catalogue:

1. Special courses in high school pedagogy. High school pedagogy, lectures, reports, recitations. The following topics are treated: High school management, including hygiene; the organization and function of secondary schools in different countries; the general history of secondary education; the history of methods; the psychology of adolescence; the reports of the committee of ten and the committee on college entrance requirements, with related literature.

2. Teachers' courses in the different departments. Most of the departments whose subjects are represented in high schools offer teachers' courses, in which the methods of teaching such subjects are discussed and illustrated.

3. Conferences on secondary education. Lectures on the methods of teaching the subjects in the high school curriculum are given by the professors of the different departments of the university concerned.

4. Observation and apprentice courses. Each student taking this work will teach not less than two weeks as an apprentice in some high school to be agreed upon, and will also visit and prepare a written report upon the work in at least four other high schools.

In these schools opportunities for full and sufficient practice work are not yet provided. But the indications all point one way. The outline of work in the high grade professional school of the future, in which high school teachers are to be trained, must include in addition to the usual curriculum in special studies, full opportunities for observation and practice in high school classes under trained supervision.—From report of committee representing the Indiana council of education, Supt. T. A. Mott, chairman.

5. STATISTICS AND ILLUSTRATIONS OF COMMISSIONED HIGH SCHOOLS.

AKRON HIGH SCHOOL.

Mrs. C. H. Templeton, Superintendent.

Organized, 1896. Commissioned, 1901.

Superintendents, with dates of service:

Mr. A. A. Campbell.....	1896-1899
Mr. James Helnes.....	1899-1902
Mr. A. E. Gast.....	1902-1903
Mrs. Carrie H. Templeton.....	1903-1904

Principals and assistants:

Mr. A. E. Gast.....	1899-1901
Mrs. C. H. Templeton.....	1901-1903
Mr. J. H. Heighway.....	1903-1904

High school teachers and subjects they teach:

Mrs. C. H. Templeton, English and Mathematics.
Mr. J. D. Heighway, Mathematics and Science.
Mr. Ralph Noyer, Latin and History.

Average yearly salary of high school teachers, including superintendents,
\$480.

Training of teachers:

Mrs. C. H. Templeton, State Normal, Terre Haute, a graduate; an undergraduate of Chicago University; attended three years.
Mr. J. D. Heighway, a graduate of Valparaiso Normal.
Mr. Ralph Noyer, a graduate of Akron High School; an undergraduate of Indiana University, attended one year.

Enrollment in high school.....	42
Total enrollment in grades and high school.....	230
Number of girls graduated last year (1903).....	3
Number of boys graduated last year (1903).....	1
Number in this class that went to college.....	None
Number of graduates since school was organized.....	22
Number of these who have attended college.....	5

ALBANY HIGH SCHOOL.

W. L. Cory, Superintendent.

Organized, 1893. Commissioned, October, 1899.

Superintendents, with dates of service:

N. B. Powers.....	1893-1895
E. F. Dyer.....	1895-1899
H. S. Kaufman, September.....	1899-1903
W. L. Cory, September.....	1903-

Principals and assistants:

Principal, J. E. Orr; Assistant, Mrs. H. S. Kaufman.....	1899-1900
Principal, W. L. Cory; Assistant, Mrs. H. S. Kaufman.....	1900-1903
Principal, J. C. Dickerson; Assistant, Wilbur V. Bell.....	1903-

High school teachers and subjects they teach:

W. L. Cory, Botany, Physics and History.

J. C. Dickerson, Latin and Mathematics.

W. V. Bell, English and History.

Average yearly salary of high school teachers, including superintendent, \$600.

Training of teachers:

W. L. Cory, graduate classic course, three years, Central Normal College; also graduate, four-year course, Indiana State Normal School.

J. C. Dickerson, graduate course, Lebanon Normal.

W. V. Bell, graduate Albany High School.

Enrollment in high school.....	34
Total enrollment in grades and high school.....	325
Number of girls graduated last year (1903).....	5
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	2
Number of graduates since school was organized.....	33
Number of these who have attended college.....	8



ALBANY HIGH SCHOOL.

ALEXANDRIA HIGH SCHOOL.

J. G. Collicott, Superintendent.

Organized, 1893. Commissioned, 1894.

Superintendents, with dates of service:

T. M. Nuzum.....	1893-1894
I. V. Busby.....	1894-1902
Lawrence McTurman.....	1902-1903
J. G. Collicott.....	1903-1904

Principals and assistants:

J. T. Giles.....	1894-1900
J. G. Collicott.....	1900-1901
J. H. Wagner.....	1901-1904
O. H. Williams.....	1904-

High school teachers and subjects they teach:

Oscar Williams, Science.
Beatrice Jones, History.
Nellie Cooke, English.
D. A. Norris, Latin.
Esther Schwartz, German.
Harry Reddick, Mathematics.
Mary Brereton, Music.
Gertrude Galerin, Drawing.

Average yearly salary of high school teachers, including superintendent, \$693.

Training of teachers:

Oscar Williams, graduate Indiana State Normal; senior, Indiana University.
Beatrice Jones, junior Leland Stanford, Jr., University.
Nellie Cooke, graduate DePauw University.
D. C. Norris, graduate Indiana State Normal.
Esther Schwartz, sophomore Indiana University.
Harry Reddick, senior, Indiana University.

Enrollment in high school.....	140
Total enrollment in grades and high school.....	1,335
Number of girls graduated last year (1903).....	6
Number of boys graduated last year (1903).....	3
Number in this class that went to college.....	1
Number of graduates since school was organized.....	57
Number of these who have attended college.....	14



ALEXANDRIA HIGH SCHOOL.



AMBOY (ACADEMY) HIGH SCHOOL.

AMBOY HIGH SCHOOL.

A. E. Martin, Superintendent.

Organized, 1872. Commissioned 1889.

Superintendents, with dates of service:

J. Z. A. McCaughan.....	1886-1893
Supt. Kimmell	1893-1895
P. M. Hoke.....	1895-1902
F. D. Perkins.....	1902-1902, Dec. 27
A. E. Martin.....	1903-1904

Principals and assistants:

Jesse Small	1892.
A. C. Baldwin.....	1892-1894
Verne Baldwin	1894-1896
O. D. Melton.....	1896-1899
P. L. Kling.....	1899-1902
Mildred Cain	1902-1903
F. J. Kimball.....	1903-1904

High school teachers and subjects they teach:

A. E. Martin, Latin, History and Physics.

F. J. Kimball, Mathematics and English.

A. S. Thomas, Physiography, Geography, Civics and General History.

Average yearly salary of high school teachers, including superintendent.
\$600.

Training of teachers:

A. E. Martin, high school graduate; student Moore's Hill College, two years; Indiana University, one term; and graduate of Earlham, 1904.

F. J. Kimball, graduate Amboy Academy; State Normal; and four terms at State University.

A. S. Thomas, graduate Amboy Academy, and one term State Normal.

Enrollment in high school.....	60
Total enrollment in grades and high school.....	230
Number of girls graduated last year (1903).....	None
Number of boys graduated last year.....	None
Number in this class that went to college.....	None
Number of graduates since school was organized.....	125
Number of these who have attended college.....	55



ANDERSON HIGH SCHOOL.

J. W. Carr, Superintendent.

Organized, 1873. Commissioned, 1875.

Superintendents, with dates of service:

Justin N. Study.....	1873-1881
R. I. Hamilton.....	1881-1887
A. J. Dipboye.....	1887-1890
J. W. Carr.....	1890-

Principals and assistants:

R. I. Hamilton, A. J. Dipboye, Luther Cromer, John F. McClure,
O. L. Kelso, Wilbert Ward, James B. Pearcy.

Average yearly salary of high school teachers, including superintendent,
\$982.94.

Training of teachers:

If you mean high school teachers alone, see list of teachers. If you mean all teachers, I will say that there are 46 college people and 66 normal school people. Only three have had neither college nor normal school training—93 teachers in all. So you see some have had both normal school and college training.

Enrollment in high school.....	480
Total enrollment in grades and high school.....	3,721
Number of girls graduated last year (1903).....	48
Number of boys graduated last year (1903).....	22
Number in this class that went to college.....	12
Number of graduates since school was organized.....	560
Number of these who have attended college.....	238

ANGOLA HIGH SCHOOL.

H. H. Keep, Superintendent.

Organized, 1871. Commissioned, 1902.

Superintendents, with dates of service:

A. B. Stevens..... No data

W. O. Bailey..... No data

J. W. Wyandt..... 1893-1903

No data for earlier superintendents.

Principals and assistants:

C. J. Sharp, Howard Long, Mrs. Melendy, Orville Smith.

High school teachers and subjects they teach:

H. L. Rockwood (Grammar Grade), Algebra and Geometry.

E. V. Shockley, English, History, Latin, Physical Geography.

H. H. Keep, Algebra, Science, German.

Average yearly salary of high school teachers, including superintendent,
\$741.66%.

Training of teachers:

H. H. Keep, superintendent, B. S., Tri-State Normal College.

E. V. Shockley, senior, Indiana University.

H. L. Rockwood, B. S., Tri-State Normal College.

Training of teachers:

No special, except from experience.

Enrollment in high school..... 85.

Total enrollment in grades and high school..... 425

Number of girls graduated last year (1903)..... 13

Number of boys graduated last year (1903)..... 6.

Number in this class that went to college..... No data

Number of graduates since school was organized..... 190

Number of these who have attended college..... No data

ARCADIA HIGH SCHOOL.

E. J. Llewelyn, Superintendent.

Organized, 1887. Commissioned, 1902.

Superintendents, with dates of service:

C. A. Peterson.....	1887-1889
J. A. Mitchell.....	1889-1891
M. C. Martz.....	1891-1893
J. M. Ashby.....	1893-1894
J. H. Mavity.....	1894-1895
W. Curtis Day.....	1895-1896
E. E. Vance.....	1896-1897
N. C. Randall.....	1897-1901
E. J. Llewelyn.....	since 1901

Principals and assistants:

Preceding the year 1899 the superintendent did all the work.

W. A. Jessup, Principal.....	1899-1901
E. G. Klotz, Principal.....	1900-1901
R. G. Beals, Principal.....	1901-1903
Miss Julia E. Stout.....	since 1903

The Assistant Principals are as follows:

E. E. Fitzpatrick.....	1899-1902
W. B. Shoemaker, A. B.....	1902-1903
J. S. Hinshaw, A. B.....	since 1903



ARCADIA HIGH SCHOOL.

High school teachers and subjects they teach:

Miss Julia E. Stout, High School Principal, English and History.

Mr. I. S. Hinshaw, First Assistant Principal, Science and Mathematics.

E. J. Llewelyn, Superintendent, Latin.

Walter Harger, Music Supervisor.

Average yearly salary of high school teachers, including superintendent, \$570.

Training of teachers:

E. J. Llewelyn, graduate of Westfield Commissioned High School; undergraduate in Earlham College for three years; and attended and taught in a county normal three summers. Has taught and superintended for 51 months.

Miss Julia E. Stout, graduate of Cicero Commissioned High School; has had 11 terms of work at DePauw University, and has taught a number of terms successfully.

Mr. I. S. Hinshaw, A. B., high school graduate; Earlham graduate spring of 1903; attended summer term (1903) at State Normal.

Enrollment in high school.....	72
Total enrollment in grades and high school.....	351
Number of girls graduated last year (1903).....	5
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	2
Number of graduates since school was organized.....	74
Number of these who have attended college.....	22

ASHLEY HIGH SCHOOL.

James A. Moody, Superintendent.

Organized, 1894. Commissioned, 1903.

Superintendents, with dates of service:

W. H. May.....	1893-1897
J. Walter Johnson.....	1897-1901
H. H. Keep.....	1901-1903
James A. Moody.....	1903-

Principals and assistants:

Miss Roxana G. Johnson.

High school teachers and subjects they teach:

James A. Moody, Latin, Geometry, Physics, Chemistry and Book-keeping.

Miss Roxana G. Johnson, Greek and Roman History, English History, Literature (American and English), Composition and Rhetoric, and Algebra.

Average yearly salary of high school teachers, including superintendent, \$500.

Training of teachers:

Supt. James A. Moody, A. B., from Tri-State Normal College, Angola, Ind., course 36 months.

Principal Miss Roxana G. Johnson, A. B., from Indiana University.
Seventh and eighth grades, Miss Luella Rempis, undergraduate of
Indiana State Normal, with three years credits.

Fifth and sixth grades, Miss Berta Mills, undergraduate of DePauw,
two years.

Third and fourth grades, Miss Gussie Courter, Rochester Normal
graduate, three years.

Second grade, Miss Ruth Keep, undergraduate from Tri-State Nor-
mal College, two years attendance.

First grade, Miss Alma Hussleman, undergraduate Tri-State Normal
College, two years.

Enrollment in high school.....	34
Total enrollment in grades and high school.....	240
Number of girls graduated last year (1903).....	4
Number of boys graduated last year (1903).....	3
Number in this class that went to college.....	4
Number of graduates since school was organized.....	20
Number of these who have attended college.....	12

ATTICA HIGH SCHOOLS.

E. H. Drake, Superintendent.

J. E. Layton, Acting Superintendent.

Organized, 1870. Commissioned, 1875.

Superintendents, with dates of service:

Waltz, Caldwell, Barnett, Butler, Buzzell, French, Kenaston, S. E.
Harwood, Coultrap, W. H. Hershman, W. A. Millis, E. H. Drake.
J. E. Layton.

Principals and assistants:

W. F. Mullinnix, present Principal.

High school teachers and subjects they teach:

W. F. Mullinnix, Mathematics and History.

Carolyn S. Greene, English and German.

Winifred A. Hubbell, Latin and History.

G. W. Henderson, Science.

Average yearly salary of high school teachers, including superintendent,
\$789.

Training of teachers:

J. E. Layton, graduate Indiana State Normal School and Indiana
University.

Carolyn Greene, graduate Monticello Seminary.

Winifred Hubbell, graduate Michigan University.

W. F. Mullinnix, graduate Spencer High School.

Enrollment in high school.....	85
Total enrollment in grades and high school.....	661
Number of girls graduated last year (1903).....	8
Number of boys graduated last year (1903).....	3
Number in this class that went to college.....	2
Number of graduates since school was organized.....	151
Number of these who have attended college.....	70

AUBURN HIGH SCHOOL.

B. B. Harrison, Superintendent.

Organized, 1880. Commissioned, 1886.

Superintendents, with dates of service:

W. H. Myers.....	1880-1882
M. W. Harrison.....	1882-1886
B. B. Harrison.....	1886 to present time

Principals and assistants:

Dr. Lida Leasure.....	1882-1884
H. E. Coe.....	1884-1888
Minnie Deming.....	1888-1889
H. E. Coe.....	1889-1894
J. C. Teeters.....	1894-1908
H. G. Brown.....	1898-1901
O. D. Tyner.....	1901-

High school teachers and subjects they teach:

O. D. Tyner, Principal High School, Mathematics and History.
Julia M. Hodge, Latin and English.
B. B. Harrison, Superintendent, Latin, German and Science.
Mae Provines, Physical Geography.

Average yearly salary of high school teachers, including superintendent.
\$712.50.

Training of teachers:

B. B. Harrison, A. B., Oberlin College.
O. D. Tyner, undergraduate (several schools).
Julia M. Hodge, A. B., Michigan University.
Mae Provines, undergraduate Chicago University.

Enrollment in high school.....	72
Total enrollment in grades and high school.....	920
Number of girls graduated last year (1903).....	8
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	2
Number of graduates since school was organized.....	151
Number of these who have attended college.....	54

AURORA HIGH SCHOOL.

Jos. R. Houston, Superintendent.

Organized, 1869. Commissioned, 1904.

Superintendents, with dates of service:

A. W. Freeman.....	1863-1865
M. Hutchinson.....	1865-1866
O. H. Temple.....	1866-1868
J. M. Davidson.....	1868-1869
E. S. Clark.....	1869-1876
F. H. Tufts.....	1876-1881
R. S. Groves.....	1881-1883
F. D. Churchill.....	1883-1890



AURORA HIGH SCHOOL.

Robt. Wood.....	1890-1895
Sanford Bell.....	1895-1896
J. R. Houston.....	1896-
Principals and assistants:	
Thos. W. Records.	
High school teachers and subjects they teach:	
Thos. W. Records, Physics, English and History.	
Miss Huldah Severin, Mathematics, Civil Government, Physical Geography and Botany.	
Miss Kalla Kassebaum, English and Latin.	
Average yearly salary of high school teachers, including superintendent.	
\$731.25.	
Training of teachers:	
Thos. W. Records, graduate of State Normal and State University.	
Miss Huldah Severin, graduate of State Normal.	
Miss Kalla Kassebaum, graduate State Normal and State University.	
Jos. R. Houston, M. S., Moores Hill College.	
Enrollment in high school.....	118
Total enrollment in grades and high school.....	600
Number of girls graduated last year (1903).....	5
Number of boys graduated last year (1903).....	4
Number in this class that went to college.....	3
Number of graduates since school was organized.....	334
Number of these who have attended college.....	45

BEDFORD HIGH SCHOOL.

W. E. Alexander, Superintendent.

Organized, 1870. Commissioned, 1884.

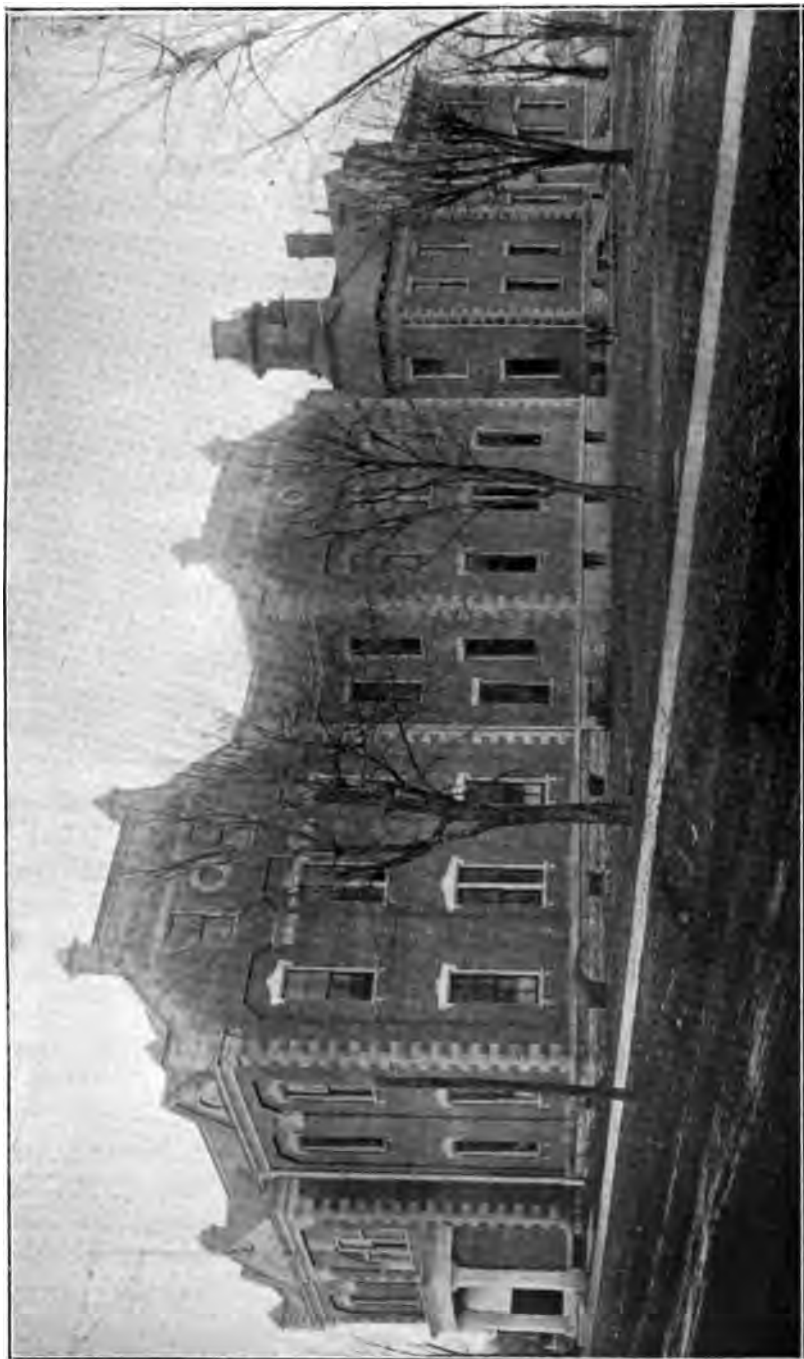
Superintendents, with dates of service:

Jas. A. Madden.....	1870-1880
D. D. Blakeman.....	1880-1883
F. P. Smith.....	1883-1888
F. M. Stalker.....	1888-1892
Chas. Thomas.....	1892-1893
E. K. Dye.....	1893-1895
Chas. Cunningham.....	1895-1896
W. E. Alexander.....	1896-

High school teachers and subjects they teach:

Arda Knox, Mathematics.
A. B. Lowder, English.
R. E. Newland, Science.
Clara Friedley, History.
Lillian Bassett, Latin.

Average yearly salary of high school teachers, including superintendent.
\$782.50.



BEDFORD HIGH SCHOOL.

Training of teachers:

W. E. Alexander, Indiana State Normal and Ft. Wayne College.

Arda Knox, Indiana University.

A. B. Lowder, Indiana University.

R. E. Newland, Indiana University, State Normal and DePauw.

Clara Friedley, DePauw.

Lillian Bassett, Depauw.

Enrollment in high school.....	149
Total enrollment in grades and high school.....	1,518
Number of girls graduated last year (1903).....	10
Number of boys graduated last year (1903).....	6
Number in this class that went to college.....	5
Number of graduates since school was organized.....	About 300
Number of these who have attended college.....	75

BLOOMFIELD HIGH SCHOOL.

C. B. McLinn, Superintendent.

Organized. —. Commissioned, 1889.

Superintendents, with dates of service:

Christian Daniels	1894
A. J. Johnson.....	1894-1895
W. T. Brown.....	1895-1900
E. R. Mason.....	1900-1902
C. B. McLinn.....	1902-

High school teachers and subjects they teach:

C. B. McLinn, English.

W. L. Jones, Mathematics and Science.

Anne M. Cunningham, Latin and History.

Average yearly salary of high school teachers, including superintendent, \$600.

Training of teachers:

Superintendent, C. B. McLinn, Indiana University.

Principal, W. L. Jones, undergraduate Indiana University.

Miss Anne M. Cunningham, undergraduate Indiana State Normal and Western College and Seminary.

Enrollment in high school, this year's enrollment, 75; present enrollment	65
Total enrollment in grades and high school.....	450
Number of girls graduated last year (1903).....	9
Number of boys graduated last year (1903).....	5
Number in this class that went to college.....	6
Number of graduates since school was organized.....	Since 1889, 120
Number of these who have attended college.....	Since 1889, 34

BLOOMINGTON HIGH SCHOOL.

James K. Beck, Superintendent.

Organized, 1885. Commissioned, 1885.

Superintendents, with dates of service:

Margaret H. McCalla.....	1885-1890
C. M. Carpenter.....	1890-1893
Zenas B. Leonard.....	1893-1895
W. H. Fertich.....	1895-1900
Will H. Glascock.....	1900-1901
James K. Beck.....	1902-



BLOOMINGTON HIGH SCHOOL.

Principals and assistants:

Principal, John W. Carr; Assistants, William A. Rawles, Ella Turner and Grace Woodburn.

Principal, Grace Woodburn; Assistants, Laura Hendrix, J. E. Shephardson and D. T. Weir.

Principal, J. Z. A. McCaughan; Assistants, Carrie Colvin and Kate M. Hight.

Principal, James K. Beck; Assistants, Kate M. Hight, Nester D. Dodd and James F. Organ.

Principal, Howard H. Clark; Assistants, J. H. Castleman and J. C. Castleman.

Present corps of high school teachers:

Howard H. Clark, Principal and Instructor in Latin.

J. C. Castleman, Assistant Principal and Instructor in English.

R. E. Roudebush, Instructor in Mathematics.

Minnie B. Ellis, Instructor in History.

Edith R. Riley, Instructor in Latin and German.

Sarah V. Hanna, Assistant Instructor in English.

O. D. Melton, Assistant Instructor in Science.

John Montgomery, Assistant Instructor in Mathematics and Science.

Mary Johnston, Assistant Instructor in Latin.

Average yearly salary of high school teachers, including superintendent, from 1885 to 1904, \$687.14.

Training of present corps of high school teachers, including superintendent:

James K. Beck, Superintendent, A. B. and A. M., Indiana University.

Howard H. Clark, Principal and Instructor in Latin, graduate Danville, Indiana, Normal, and A. B., Indiana University.

J. C. Castleman, Assistant Principal and Instructor in English, A. B., DePauw University, and A. B., Indiana University.

R. E. Roudebush, Instructor in Mathematics, A. B., Indiana University.

Minnie B. Ellis, Instructor in History, graduate Indiana State Normal and A. B., Indiana University.

Edith R. Riley, Instructor in Latin and German, A. B., Woman's College, Baltimore, Maryland.

Sara V. Hanna, Assistant Instructor in English, A. B., Indiana University.

John Montgomery, Assistant Instructor in Mathematics and Science, student Indiana University.

Mary Johnston, Assistant Instructor in Latin, A. B. and A. M., Indiana University.

Enrollment in high school.....	250
Total enrollment in grades and high school.....	1,400
Number girl graduates, June, 1903.....	24
Number boy graduates, June, 1903.....	12
Number girl graduates, June, 1903, in college.....	13
Number boy graduates, June, 1903, in college.....	9
Number graduates since school was organized.....	500
Number of these who have attended college.....	300

BLUFFTON HIGH SCHOOL.

W. A. Wirt, Superintendent.

Organized, 1881. Commissioned, 1882.

Superintendents, with dates of service:

P. A. Allen.....1881-1891

W. P. Burris.....1891-1897

E. H. Walker.....1897-1899

W. A. Wirt.....1899-

Principals and assistants:

Chas. G. Dailey, Principal.

High school teachers and subjects they teach:

Chas. G. Dailey, Mathematics and Geology.

Blanche Karns, Latin, English and Botany.

Oliver C. Lockhart, History and English.

Simon G. Engle, Zoology, Physics, Chemistry and German.

Harriett Fudge, Music and Drawing.

Ethel Thornburg, Sewing.

Guy E. Wulfin, Manual Training.

Average yearly salary of high school teachers, including superintendent.
\$793.

Training of teachers:

No teacher is employed for high school work who is not a graduate of a standard college or university, except in manual training, drawing and music departments.

Enrollment in high school.....	166
Total enrollment in grades and high school.....	1,043
Number of girls graduated last year (1903).....	17
Number of boys graduated last year (1903).....	11
Number in this class that went to college.....	12
Number of graduates since school was organized.....	235
Number of these who have attended college.....	72

**BLUFFTON HIGH SCHOOL.**

BOONVILLE HIGH SCHOOL.

Charles E. Clark, Superintendent.

Organized, 1868. Commissioned, 1887.

Superintendents, with dates of service:

D. S. Hoover.....	1868-1871
Walter Welch	1871-1874
John W. Davidson.....	1874-1877
—— Martin	1877-1880
John W. Davidson.....	1880-1881
Zachariah Emerson	1881-1885
Chas. E. Clarke.....	1885-

Principals and assistants:

M. W. Numbers, Latin and Mathematics.

R. S. Moore, History and English.

Average yearly salary of high school teachers, including superintendent,
\$805.

Training of teachers:

Martin W. Numbers, Ph. B., Ann Arbor.

R. S. Moore, A. B., Indiana State University.

Chas. E. Clarke.

Enrollment in high school.....	67
Total enrollment in grades and high school.....	762
Number of girls graduated last year (1903).....	7
Number of boys graduated last year (1903).....	3
Number in this class that went to college.....	2
Number of graduates since school was organized.....	118
Number of these who have attended college.....	19

BOSWELL HIGH SCHOOL.

J. H. Barnes, Superintendent.

Organized, 1896. Commissioned, 1901.

Superintendents, with dates of service:

J. Caldwell.....	1896
C. H. Kellog.....	1897-1900
C. H. Miller.....	1900-1904
J. H. Barnes.....	1904-

Principals and assistants:

Miss Ada Smith, J. G. Winsor, Mrs. C. F. Miller, M. A. Dalman
and Miss Sara Darby.

High school teachers and subjects they teach:

J. H. Barnes, Superintendent, Botany and Mathematics.

M. A. Dalman, Principal, Latin and Physics.

Miss Sara H. Darby, Assistant in German, Literature and History.

Average yearly salary of high school teachers, including superintendent,
\$597.

Training of teachers:

J. H. Barnes, A. B., DePauw, Superintendent.

M. A. Dalman, A. B., DePauw, Principal.

Miss Sara H. Darby, Ph. B., DePauw, Assistant.

Enrollment in high school.....	65
Total enrollment in schools.....	230
Number of girls graduated last year (1903).....	7
Number of boys graduated last year (1903).....	1
Number of graduates since school was organized.....	19
Number of these who have attended college.....	3

BRAZIL HIGH SCHOOL.

L. B. O'Dell, Superintendent.

Organized, 1885. Commissioned, 1889.

Superintendents, with dates of service:

J. C. Gregg.....Began, 1876

A. D. Hurst, James W. Brown, W. H. Ferdick and L. B. O'Dell.

Principals and assistants:

T. M. James, eighteen years.

F. M. Garver, two years.

High school teachers and subjects they teach:

F. M. Garver, Algebra, Geometry and Physics.

Wm. Arnett, History, Botany and Physiology.

Nellie Head, English Grammar, Composition, Rhetoric and English Literature.

Jennie Fisher, Latin.

Average yearly salary of high school teachers, including superintendent, \$804.60.

Training of teachers:

F. M. Garver, undergraduate Indiana University, graduate Indiana State Normal.

Wm. Arnett, graduate Indiana State Normal.

Nellie Head, graduate Indiana State Normal.

Jennie D. Fisher, graduate of DePauw and undergraduate of Ann Arbor.

L. B. D'Bell, graduate of Indiana State Normal, Northwestern, and undergraduate of Columbia University.

Enrollment in high school.....	144
Total enrollment in grades and high school.....	1,844
Number of girls graduated last year (1903).....	7
Number of boys graduated last year (1903).....	4
Number in this class that went to college.....	4
Number of graduates since school was organized.....	273
Number of these who have attended college.....	No record

BREMEN HIGH SCHOOL.

W. F. Ellis, Superintendent.

Organized, 1887. Commissioned, 1901.

Superintendents, with dates of service:

H. H. Miller.....	1878-1892
J. E. Pomeroy.....	1892-1893
D. B. Flickinger.....	1893-1894
W. F. Ellis.....	1894-1904

Principals and assistants:

Lizzie Christy.....	1894-1895
I. S. Hahn.....	1895-1897
John Crowley.....	1897-1898
Milo F. Hale.....	1898-1903
Chas. H. Barts.....	1903-1904

High school teachers and subjects they teach:

W. F. Ellis, History, Latin and English.

C. H. Barts, Science and Mathematics.

D. O. Miller, German.

Evelyn Harsch, Assistant in English.

Average yearly salary of high school teachers, including superintendent, \$500.

Training of teachers:

W. F. Ellis, A. B., Indiana University, 1899; graduate Indiana State Normal, 1892; graduate student Chicago University, 1901.

C. H. Barts, three years in Valparaiso School.

D. O. Miller, graduate of Scientific Course, Valparaiso.

Evelyn Harsch, graduate Plymouth High School.

Enrollment in high school.....	34
Total enrollment in grades and high school.....	400
Number of girls graduated last year (1903).....	8
Number of boys graduated last year (1903).....	2
Number of graduates since school was organized.....	68
Number of these who have attended college.....	37

BROAD RIPPLE HIGH SCHOOL.

S. B. Plasket, Superintendent.

Organized, 1883. Commissioned, 1893.

Superintendents, with dates of service:

J. S. Puett.....	1883-1891
Thomas Smith.....	1891-1893
R. E. Harris.....	1893-1901
S. B. Plasket.....	1901-

Principals and assistants:

E. A. Cunningham.

J. W. Bowden.

Bessie Hendrix.

Arthur Jackson.

J. B. Hessong.



BREMEN HIGH SCHOOL.

High school teachers and subjects they teach:

Arthur Jackson, Science and History.

Bessie Hendrix, German and English.

J. B. Hessong, Mathematics and English.

Average yearly salary of high school teachers, including superintendent, \$733.

Training of teachers:

S. B. Plasket, A. B., Indiana University; graduate Indiana State Normal; graduate student Chicago University, summer quarter, 1902.

Arthur Jackson, undergraduate Indiana University, nearly four years.

Bessie Hendrix, A. B., Indiana University.

John B. Hessong, graduate State Normal School.

Enrollment in high school.....	47
Total enrollment in grades and high school.....	260
Number of girls graduated last year (1903).....	6
Number of boys graduated last year (1903).....	1
Number in this class that went to college.....	1
Number of graduates since school was organized.....	65
Number of these who have attended college.....	15

BROOKVILLE HIGH SCHOOL.

Henry L. Smith, Superintendent.

Organized, 1873. Commrissioned, 1879.

Superintendents, with dates of service:

A. W. Bieghle.....	1873-1876
J. E. Morton.....	1876-1881
H. M. Skinner.....	1881-1884
A. N. Crecraft.....	1884-1886
C. W. McClure.....	1886-1893
E. M. Temple.....	1893-1895
Noble Harter	1895-1899
H. S. Voorhees.....	1899-1901
H. L. Smith.....	1901-

Principals and assistants:

Principal, N. V. Patterson; Assistant, Michael Bossert.

High school teachers and subjects they teach:

N. V. Patterson, Latin, three years; Geometry, one year; Physics, Chemistry and English, second year.

Michael Bossert, English, first year; Algebra, first and second years; General History, French and English; History, Botany, Review.

Average yearly salary of high school teachers, including superintendent, \$765.

Training of teachers:

H. L. Smith, A. B. and A. M., Indiana State University.

N. V. Patterson, A. B., four years.

Michael Bossert, graduate Indiana State Normal, four years; undergraduate Indiana State University.

Enrollment in high school.....	46
Total enrollment in grades and high school.....	292
Number of girls graduated last year (1903).....	8
Number of boys graduated last year (1903).....	1
(These figures are misleading. This year the figures are, boys, 4; girls, 5. We usually have as many boys in high school as girls.)	
Number in this class that went to college.....	6
Number of graduates since school was organized.....	150



BROOKVILLE HIGH SCHOOL.

BROWNSTOWN HIGH SCHOOL.

W. B. Black, Superintendent.

Organized, 1858. Commissioned, 1882.

Superintendents, with dates of service:

J. L. Lucas.....	1880-1884
Prof. Sims	1884-1885
C. L. Hottel.....	1885-1888
E. C. Hobbs.....	1888-1889
J. T. Perizo.....	1889-1890
Prof. Owen	1890-1891
Prof. Evans	1891-1893
L. N. Fouts.....	1893-1898
E. W. Davis.....	1898-1902
W. B. Black.....	1902-

Principals and assistants:

J. C. Browning.
 Will H. Hackendorf.
 Mrs. L. N. Fouts.
 Essie Shirley.
 Daisy Plunket.

High school teachers and subjects they teach:

Essie Shirley, Mathematics and Botany.
 Daisy Plunket, Latin and English.
 W. B. Black, History, Civics and Physics.

Average yearly salary of high school teachers, including superintendent, \$566.

Training of teachers:

Daisy Plunket, graduate Indiana University.
 Essie Shirley, graduate Indiana University.
 W. B. Black, graduate Indiana University.

Enrollment in high school.....	60
Total enrollment in grades and high school.....	400
Number of girls graduated last year (1903).....	9
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	4
Number of graduates since school was organized.....	About 116
Number of these who have attended college.....	40

BUTLER HIGH SCHOOL.

H. G. Brown, Superintendent.

Organized, 1868. Commissioned, 1902.

Superintendents, with dates of service:

No records.

Principals and assistants:

No records.

High school teachers and subjects they teach:

Miss Lillian Hillman, Principal, History and English.
 Miss Anna Taylor, Assistant Principal, Latin and German.
 H. G. Brown, Superintendent, Latin and Science.

Average yearly salary of high school teachers, including superintendent, \$645.

Training of teachers:

Superintendent, H. G. Brown, B. S., Tri-State Normal School.

Principal, Lillian A. Hillman, undergraduate University of Michigan.

Assistant Principal, Anna Taylor, Smith College.

Enrollment in high school.....	50
Total enrollment in grades and high school.....	450
Number of girls graduated last year (1903).....	1
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	1
Number of graduates since school was organized.....	Don't know
Number of these who have attended college.....	No record

CAMBRIDGE CITY HIGH SCHOOL.

Lee Ault, Superintendent.

Organized, 1869. Commissioned, 1880.

Superintendents, with dates of service:

J. M. Coyner.....	1869-1871
Jas. R. Hall.....	1871-1881
W. H. Simms.....	1881-1883
W. F. L. Sanders.....	1883-1889
N. C. Johnson.....	1889-1896
Paul Wilkie	1896-1900
Lee Ault	1900-

High school teachers and subjects they teach:

Isadore Wilson, English, History, Literature and Latin.

W. O. Wissler, Mathematics and Latin.

Lee Ault, Science.

Average yearly salary of high school teachers, including superintendent, \$805.

Training of teachers:

Lee Ault, Superintendent, White Water Academy and S. W. Normal School, Lebanon, Ohio.

Isadore Wilson, Earlham College.

W. O. Wissler, Indiana State Normal School.

Enrollment in high school.....	89
Total enrollment in grades and high school.....	409
Number of girls graduated last year (1903).....	8
Number of boys graduated last year (1903).....	4
Number in this class that went to college.....	3
Number of graduates since school was organized.....	269
Number of these who have attended college.....	74

*EDUCATION IN INDIANA.***CANNELTON HIGH SCHOOL.**

James F. Organ, Superintendent.

Organized, 1896. Commissioned, 1896.

Superintendents:

G. P. Weedman.

O. P. Robinson.

Abel Powell.

James F. Organ.

Principals and assistants:

Chas. A. Unnewehr, Principal.....1902-1904

A. J. Blickenstaff, Assistant Principal.....1902-1904

Average yearly salary of high school teachers, including superintendent,
\$540.**Training of teachers:**

Superintendent, James F. Organ, A.B., Indiana University.

Principal, C. A. Unnewehr, A.B., Indiana University.

A. J. Blickenstaff, A.B., Indiana University.

Peter Van Braam, Ph.D., from Utrecht, Holland.

Enrollment in high school..... 43

Total enrollment in grades and high school..... 300

Number of girls graduated last year (1903)..... 4

Number of boys graduated last year (1903).....None

Number in this class that went to college.....None

Number of graduates since school was organized..... 20

Number of these who have attended college..... 6

CARMEL HIGH SCHOOL.

John W. Teter, Superintendent.

Organized, 1887. Commissioned, 1901.

Superintendents, with dates of service:

J. E. Retherford.....1901-1902

John W. Teter.....1902-1904

Principals and assistants:

Principal, Clare O'Neal.

Luella McWurter.

Maude White.

Elbert Harold.

John Langston.

Edward Morgan.

High school teachers and subjects they teach:

Maude White, Latin and English.

Edward Morgan, Mathematics and History.

John W. Teter, History and Science.

Average yearly salary of high school teachers, including superintendent,
\$440.**Training of teachers:**

All of the teachers have had college training. The superintendent
and assistant principal are from Indiana University. The principal
is a graduate of Earlham College.



CANNELTON HIGH SCHOOL.

Enrollment in high school.....	75
Total enrollment in grades and high school.....	275
Number of girls graduated last year (1903).....	2
Number of boys graduated last year (1903).....	6
Number in this class that went to college.....	2
Number of graduates since school was organized.....	15
Number of these who have attended college.....	2

CARTHAGE HIGH SCHOOL.

J. H. Scholl, Superintendent.

Organized, 1879. Commissioned, 1881.

Superintendents, with dates of service:

A. J. Johnson.....	1879-1884
B. Martin	1884-1885
Louis Morgan	1885-1887
E. P. Trueblood.....	1887-1888
A. H. Sherer.....	1888-1895
Edwin Jay	1895-1898
J. H. Scholl.....	1898-1904

Principals and assistants:

Mrs. A. H. Sherer, 1888-1895.
 J. F. Evans, 1895-1900.
 E. A. Lanning, 1900-1904.

High school teachers and subjects they teach:

E. A. Lanning, Latin, Mathematics, History and Literature.

J. H. Scholl, Physics, Chemistry, Latin, Literature.

Ida L. Ludlow, English, Mathematics, Civil Government.

Lulu Robinson, English.

Average yearly salary of high school teachers, including superintendent, \$605.

Training of teachers:

J. H. Scholl, A. B., Indiana University, 1898.

E. A. Lanning, B. S., Tri-State Normal School.

Ida Ludlow, undergraduate of State Normal School.

Lulu Robinson, graduate Olivet College, Michigan.

Enrollment in high school.....	94
Total enrollment in grades and high school.....	295
Number of girls graduated last year (1903).....	7
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	2
Number of graduates since school was organized.....	138
Number of these who have attended college.....	66

CAYUGA HIGH SCHOOL.

Colfax Martin, Superintendent.

Organized, 1894. Commissioned, 1897.

Superintendents, with dates of service:

R. E. Newland.....1894-1895

O. B. Zell.....1896-1898

Colfax Martin.....1899-1904

Principals and assistants:

John D. Groves.....1896

Edwin Dodson.....1897-1898

Chas. D. Marley.....1899

J. R. Patrick, assistant.....1902

J. S. Schumaker, assistant.....1903

J. H. Caldwell, principal.....1903-1904

Chas. A. Wright, assistant.....1903-1904

High school teachers and subjects they teach:

Colfax Martin, History.

J. H. Caldwell, Latin and Mathematics.

Chas. A. Wright, Science and English.

Average yearly salary of high school teachers, including superintendent, \$637.50.

Training of teachers:

Colfax Martin, graduate Indiana State Normal and graduate of the State University.

J. H. Caldwell, graduate of State Normal, two terms in Indiana University, one term in Chicago University.

Chas. A. Wright, graduate Indiana State Normal School.

Enrollment in high school.....	46
Total enrollment in grades and high school.....	302



CARTHAGE HIGH SCHOOL.

Number of girls graduated last year (1903).....	7
Number of boys graduated last year (1903).....	4
Number of each in this class that went to college, girls (the Indianapolis Kindergarten)	1
Number of graduates since school was organized.....	40
Number of these who have attended college.....	10

CHALMERS HIGH SCHOOL.

John B. Gowers, Superintendent.

Organized, 1891. Commissioned, 1900.

Superintendents, with dates of service:

E. C. Green.....1900-1903

John B. Gowers.....1903-1904

Principals and assistants:

Ernest Matlock.....1900-1901

E. S. Dyer.....1901-1902

Lynn Scipio.....1902-1904

High school teachers and subjects they teach:

John B. Gowers, History and English.

Lynn Scipio, Mathematics and Science.

Florence Dwyer, Latin and English.

Average yearly salary of high school teachers, including superintendent,
\$566.66.

Training of teachers:

John B. Gowers, Michigan State Normal School.

Lynn Scipio, Angola Normal.

Florence Dwyer, Michigan State Normal.

Enrollment in high school.....	40
Total enrollment in grades and high school.....	175
Number of girls graduated last year (1903).....	3
Number of boys graduated last year (1903).....	2
Number of each in this class that went to college.....	0
Number of graduates since school was organized.....	No data
Number of these who have attended college.....	No data

CHARLESTOWN HIGH SCHOOL.

W. A. Collings, Superintendent.

Organized, 1886. Commissioned, 1901.

Superintendents, with dates of service:

John A. Wood.....	1886-1889
J. G. Scott.....	1889-1890
D. E. Beck.....	1890-1893
Chas. Ammerman.....	1893-1894
W. E. Life.....	1894-1895
E. E. Olcott.....	1895-1899
W. A. Oldfather.....	1899-1900
W. A. Collings.....	1900-1904

Principals and assistants:

Allen Harbolt, principal.

High school teachers and subjects they teach:

W. A. Collings, Mathematics and Science.

Allen Harbolt, Latin and English.

Mrs. A. L. Crawford, History and English.

Average yearly salary of high school teachers, including superintendent,
\$533.33 $\frac{1}{3}$.

Training of teachers:

W. A. Collings, Ph. B., DePauw University.

Allen Harbolt, undergraduate in Indiana University, two years.

Mrs. A. L. Crawford, graduate of the Cincinnati Normal School.

Enrollment in high school.....	42
Total enrollment in grades and high school.....	227
Number of girls graduated last year (1903).....	3
Number of boys graduated last year (1903).....	None
Number of each in this class that went to college—girl.....	1
Number of graduates since school was organized.....	60
Number of these who have attended college.....	25

CHESTERTON HIGH SCHOOL.

S. H. Roe, Superintendent.

Organized, 1897. Commissioned, 1898.

Superintendent, with date of service:

S. H. Roe, September, 1897.

Principals and assistants:

J. E. Derbyshire.

F. R. Farnam.

Lois E. Prentiss.

High school teachers and subjects they teach:

S. H. Roe, Mathematics and Science.

Lois E. Prentiss, English and Latin.

Mrs. Alice Ingram, Business Course.

Miss Matilda Swanson, History.

Average yearly salary of high school teachers, including superintendent, \$783.

Training of teachers:

S. H. Roe, B. S., Northern Indiana Normal.

Miss Lois Prentiss, Ph. B., Chicago University.

Mrs. Alice Ingram, B. A., Northern Indiana Normal.

Miss Matilda Swanson, Northern Indiana Normal, ten terms.

Enrollment in high school.....	38
Total enrollment in grades and high school.....	300
Number of girls graduated last year (1903).....	3
Number of boys graduated last year (1903).....	None
Number of each in this class that went to college.....	1
Number of graduates since school was organized.....	22
Number of these who have attended college.....	5

CHURUBUSCO HIGH SCHOOL.

Claude Beltz, Superintendent.

Organized, 1875. Commissioned, 1903.

Superintendent, with date of service:

Claude Beltz.....1899-1904

Principals and assistants:

Lavon Chapman.

Teressa Patterson.

High school teachers and subjects they teach:

Teressa Patterson, Science and Mathematics.

Regina Coudrick, History and Latin.

Claude Beltz, English and German.

Average yearly salary of high school teachers, including superintendent, \$493.

Training of teachers:

Claude Beltz, Indiana University, three years.

Teressa Patterson, graduate Missouri State Normal.

Enrollment in high school.....	58
Total enrollment in grades and high school.....	249

Number of girls graduated last year (1903).....	1
Number of boys graduated last year (1903).....	5
Number of each in this class that went to college—	
Boys	3
Girls	1
Number of graduates since the school was organized.....	No data
Number of these who have attended college.....	20

CICERO HIGH SCHOOL.

Frank A. Gause, Superintendent.

Organized. 1894. Commissioned. 1901.

Superintendents, with dates of service:

J. A. Mitchell.....	1894-1896
Frank A. Gause.....	1896-1904

Principals and assistants:

C. M. McConnell.
W. A. Collings.
Ida A. Adams.
W. M. McCoy.
Myra Tucker.
John M. Kreag.
Lenore Alspaugh.

High school teachers and subjects they teach:

John M. Kreag. Mathematics and Science.
Lenore Alspaugh, German and History.
Frank A. Gause (superintendent), English.

Average yearly salary of high school teachers, including superintendent,
\$660.

Training of teachers:

F. A. Cause, student of Indiana University, 3½ years.
J. M. Kreag, student at Indiana University, two years.
Lenore Alspaugh, graduate DePauw University and student at Chicago University one year.

Enrollment in high school.....	60
Total enrollment in grades and high school.....	389
Number of girls graduated last year (1903).....	4
Number of boys graduated last year (1903).....	2
Number of each of this class that went to college.....	None
Number of graduates since school was organized.....	30
Number of these who have attended college.....	13



CICERO HIGH SCHOOL.

CLINTON HIGH SCHOOL.

Wm. F. Clarke, Superintendent.

Organized, 1886. Commissioned, 1886.

Superintendents, with dates of service:

J. H. Tomlin.....	1886-1891
Will P. Hart.....	1891-1894
H. P. Leavenworth.....	1894-1899
H. S. Schell.....	1899-1902
Wm. F. Clarke.....	1902-1904

Principals and assistants:

Joseph W. Strain, principal.

Anna O. Marlatt, assistant.

High school teachers and subjects they teach:

Jos. W. Strain, Science and Mathematics.

Anna O. Marlatt, History and Latin.

Eva L. Reefsnider, History and English.

Wm. F. Clarke, English and German.

Average yearly salary of high school teachers, including superintendent.
\$677.50.

Training of teachers:

William F. Clarke, A. M., Ph. D., Butler College.

Joseph W. Strain, graduate State Normal, undergraduate State University.

Anna O. Marlatt, A. B., DePauw.

Eva L. Reefsnider, graduate of State Normal.

Enrollment in high school.....	75
Total enrollment in grades and high school.....	770
Number of girls graduated last year (1903).....	8
Number of boys graduated last year (1903).....	3
Number of each in this class that went to college—	
Girls	1
Boys	3
Number of graduates since the school was organized.....	87
Number of these who have attended college.....	26

COLFAX HIGH SCHOOL.

C. O. Mitchell, Superintendent.

Organized, 1873. Commissioned, 1903.

Superintendents, with dates of service:

F. B. Clark.....	1886-1887
F. G. Sharp.....	1887-1889
G. E. Long.....	1889-1895
Frank Long.....	1895-1900
J. W. Lydy.....	1900-1902
Abraham Bowers	1902-1903
C. O. Mitchell.....	1903-1904

Principals and assistants:

Geo. A. Rinehart.....1885-1886

Bruce Clark



CLINTON HIGH SCHOOL.

Belle Eldred.....	1897-1900
Dottie Dammond	1901-1902
C. W. Miller.....	1902-1903
S. H. Watson.....	1903-1904

High school teachers and subjects they teach:

C. O. Mitchell, Latin, German, English.

S. H. Watson, Latin, Mathematics, English, Physics.

W. F. Burroughs, French and English History.

Average yearly salary of high school teachers, including superintendent,
\$570.

Training of teachers:

C. O. Mitchell, A. B., Indiana University.

S. H. Watson, H. B., Wabash College.

W. F. Burroughs, undergraduate Wabash College.

Eurollment in high school.....	42
Total enrollment in grades and high school.....	275
Number of girls graduated last year (1903).....	3
Number of boys graduated last year (1903).....	2
Number of each in this class that went to college.....	None
Number of graduates since school was organized.....	60
Number of these who have attended college.....	10

COLLEGE CORNER HIGH SCHOOL.

Eli P. Wilson, Superintendent.

Organized, 1893. Commissioned, 1901.

Superintendent, with date of service:

Eli P. Wilson.....1893-1904

Principals and assistants:

Miss Minnie Chambers.

Mr. C. E. Gillespie.

High school teachers and subjects they teach:

E. P. Wilson, Latin, Geometry, Chemistry.

Miss Chambers, English, Mathematics.

Mr. Gillespie, Latin and History.

Average yearly salary of high school teachers, including superintendent,
\$570.

Training of teachers:

E. P. Wilson, student university of Colorado and Indiana University;
former one year and latter one year and four summer terms;
also some work by correspondence.Miss Minnie Chambers, graduate of Valparaiso Normal, student
Colonel Parker's school, Chicago, and student Indiana State Nor-
mal.

Mr. Gillespie, A. B., graduate of Miami University.

Enrollment in high school..... 52

Total enrollment in grades and high school..... 230

Number of girls graduated last year (1903)..... 7

Number of boys graduated last year (1903)..... 6

Number of each in this class that went to college..... 3

Number of graduates since school was organized..... 77

Number of these who have attended college..... 12

COLUMBIA CITY HIGH SCHOOL.

C. L. Hottel, Superintendent.

Organized, 1869. Commissioned, 1880.

Superintendents, with dates of service:

Rev. A. J. Douglas.....1869-1879

Augustus C. Mills.....1879-1881

W. C. Barnhart.....1881-1883

John C. Kinney.....1883-1885

W. C. Palmer.....1885-1891

P. H. Kirsh.....1891-1896

Luella A. Mellinch.....1896-1898

Craven L. Hottel.....1898-1904



COLUMBIA CITY HIGH SCHOOL.

Principals and assistants:

James A. Campbell.
 W. A. Dickey.
 J. E. Doorland.
 Le Roy D. Thorman.
 L. S. I. Hunt.
 A. C. Miller.
 J. E. McDonald.
 Frank B. Mae.
 R. H. Pierce.
 W. C. Palmer.
 Ira C. Batman.
 Mary L. Stone.
 Charles Egner.
 Helen I. Millspaugh.
 Emma R. Thatcher.
 Clara Kinney.
 Luella Mellinch.
 Helen I. Millspaugh.
 Lucien McCord.
 W. A. Beam.
 I. T. Glenn.
 J. C. Sanders.

High school teachers and subjects they teach:

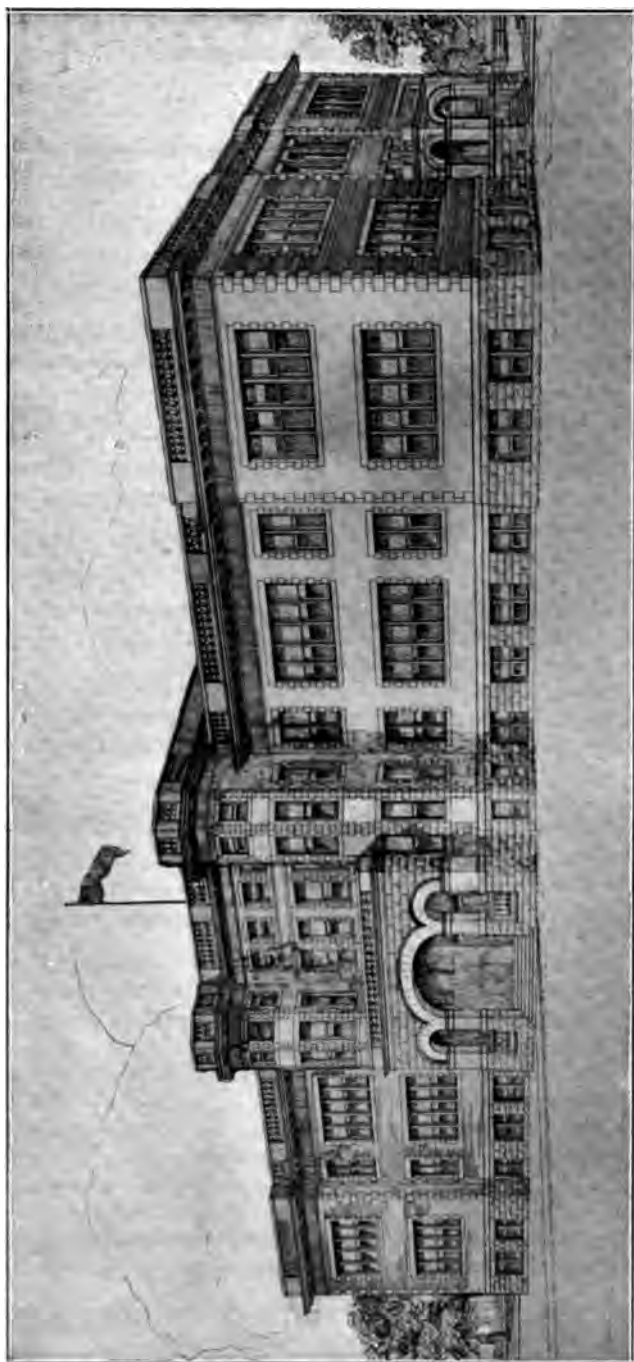
Helen Millspaugh, English.
 Olive M. Lawrence, Latin and History.
 C. L. Johnston, Latin and Mathematics.
 Alma Ball, Latin and Mathematics.
 L. L. Hall, Science and Mathematics.
 Ida Galbreath, English.
 Herbert Irwig, Science and History.

Average yearly salary of high school teachers, including superintendent,
 \$725.

Training of teachers:

J. C. Sanders, from N. O. N. University.
 Herbert Irwig, A. B., from Indiana University.
 Ida Galbreath, A. B., Lombard.
 C. L. Hottel, superintendent, Ph. D., from Hartsville University.

Enrollment in high school.....	97
Total enrollment in grades and high school.....	745
Number of girls graduated last year (1903).....	9
Number of boys graduated last year (1903).....	1
Number of each in this class that went to college.....	None
Number of graduates since school was organized.....	152
Number of these who have attended college.....	30



COLUMBUS HIGH SCHOOL.

COLUMBUS HIGH SCHOOL.

T. F. Fitzgibbon, Superintendent.

Organized, 1859.

Superintendents, with dates of service:

Theo. P. Marsh.....	1859-1861
J. M. Olcott.....	1861-1862
Mr. Vance	1862-1863
David Shuck	1863-1864
Amos Burns.....	1864-1865
David Graham	1865-1869
A. H. Graham.....	1869-1890
J. A. Carnagey.....	1890-1901
T. F. Fitzgibbon.....	1901-1904

Principals and assistants:

Mrs. B. L. Sanders.....	1872-1887
Miss Lizzie Long.....	1887-1889
Samuel Wertz	1889.

High school teachers and subjects they teach:

Samuel Wertz, Mathematics.
Mrs. L. S. Armen, Latin.
W. C. Cox, Science.
Elizabeth Wright, History.
Martha Scott, English.
Clara Hussey, Shorthand and Typewriting.
Amy Brown, assistant in Mathematics and English.
M. L. Sandifor, assistant in Latin and Mathematics.

Average yearly salary of high school teachers, including superintendent, \$820.

Training of teachers:

Samuel Wertz, A. B., Hartsville College and student Indiana University.
Mrs. L. S. Armen, A. B., Hartsville.
W. C. Cox, A. B., Earlham College.
Elizabeth Wright, A. B., Indiana University.
Amy Brown, undergraduate Indiana University, 3½ years.
Martha Scott, undergraduate Indiana University, 3½ years.
Merl L. Sandifor, graduate Indiana State Normal.

Enrollment in high school.....	236
Total enrollment in grades and high school.....	1,750
Number of girls graduated last year (1903).....	7
Number of boys graduated last year (1903).....	13
Number of each in this class that went to college—	
Males	3
Females	4
Number of graduates since school was organized.....	457
Number of these who have attended college.....	85

CONNERSVILLE HIGH SCHOOL.

W. S. Rowe, Superintendent.

Organized, 1877. Commissioned, 1881.

Superintendents, with date of service:

John Brady	1858-1860
Chas. Rhoel	1865-1867
J. L. Rippetoe	1867-1871
Mr. Hughes	1871-1873
J. L. Rippetoe	1873-1886
D. Eckley Hunter	1886-1889
W. F. L. Sanders	1889-1899
W. S. Rowe	1899-1904

Principals and assistants:

E. A. Turner, principal.

Catherine Chilton, assistant.

High school teachers and subjects they teach:

E. A. Turner, Science.

Catherine Chilton, History.

W. F. L. Sanders, Mathematics.

W. R. Houghton, Latin.

Helen Weston, English.

Charlotte Griggs, English and Mathematics.

E. M. Lippitt, Music.

W. H. Garus, Drawing.

Average yearly salary of high school teachers, including superintendent.
\$892.15.

Training of teachers:

W. S. Rowe, A. B., DePauw University, four years.

E. A. Turner, graduate State Normal (four years' course), four years
credit in Indiana University, five terms in Biological station.Catherine Chilton, graduate State Normal, A. B., Indiana University,
two years.

W. R. Houghton, M. A., Indiana University.

W. F. L. Sanders, B. S., Indiana University, three years.

Helen Weston, Ph. B., DePauw University.

Charlotte Griggs, undergraduate Butler University, student two
years..W. H. Garus, graduate Northern Illinois Normal School, art depart-
ment.

E. M. Lippitt.

Enrollment in high school	114
Total enrollment in grades and high school	1,091
Number of girls graduated last year (1903)	5
Number of boys graduated last year (1903)	4
Number of each in this class that went to college (a girl)	1
Number of graduates since school was organized	298
Number of these who have attended college (girls 45, boys 41)	86

CONVERSE HIGH SCHOOL.

C. E. Spaulding, Superintendent.

Organized, 1873. Commissioned, 1895.

Superintendents, with dates of service:

H. S. Miller.....	1872-1873
John S. Stout.....	1873-1875
S. S. Bowman.....	1875-1880
Arnold Tompkins.....	1880-1882
Mr. Caroway.....	1882-1883
Mr. Crispman.....	1883-1884
S. S. Bowman.....	1884-1886
Jesse Lewis.....	1886-1888
Jasper Goodykoontz.....	1888-1890
Mr. Hester.....	1890-1893
W. E. Alexander.....	1893-1895
H. S. Bowers.....	1895-1897
S. L. Heeter.....	1897-1903
C. E. Spaulding.....	1903-1904

Principals and assistants:

S. L. Heeter.....	1896-1897
C. C. Marshall.....	1897-1902
C. E. Spaulding.....	1902-1903
E. B. Wetherow.....	1903-

High school teachers and subjects they teach:

C. E. Spaulding, German, English, English History, Geometry, Latin.

D. L. Cowan, Algebra, Arithmetic, Civil Government.

E. B. Wetherow, Latin, English, Ancient History, Physics, Geometry.

Average yearly salary of high school teachers, including superintendent, \$610.10.

Training of teachers:

Supt. C. E. Spaulding, A. B., Indiana University, 1897.

Principal E. B. Wetherow, undergraduate Indiana University.

Assistant Principal D. L. Cowan, high school graduate.

Enrollment in high school.....	50
Total enrollment in grades and high school.....	314
Number of girls graduated last year (1903).....	8
Number of boys graduated last year (1903).....	3
Number of each in this class that went to college.....	3
Number of graduates since school was organized.....	48
Number of these who have attended college.....	10

CORYDON HIGH SCHOOL.

Jesse W. Riddle, Superintendent.

Organized, 1877. Commissioned, 1901.

Superintendents, with dates of service:

Joseph P. Funk.....	1875-1888
George B. Haggett.....	1888-1890

Edwin S. Hallett.....	1890-1893
Charles E. Shafer.....	1893-1895
Jesse W. Riddle.....	1895-1904
Principals and assistants:	
Herman I. Stern, Blanche Ridley, Adam H. Reising, Emma K. Hallett, Mollie M. Riddle.	
High school teachers and subjects they teach:	
Adam H. Reising, Mathematics and Science.	
Emma K. Hallett, Latin.	
Mollie M. Riddle, Music and Drawing.	
Jesse W. Riddle, History and English.	
Average yearly salary of high school teachers, including superintendent, \$625.	
Training of teachers:	
Jesse W. Riddle, A.B., Indiana; LL.B., Michigan.	
Adam H. Reising, graduate Indiana State Normal School.	
Emma K. Hallett, graduate Jeffersonville High School; Borden Institute, two years.	
Enrollment in high school.....	60
Total enrollment in grades and high school.....	450
Number of girls graduated last year (1903).....	4
Number of boys graduated last year (1903).....	4
Number in this class that went to college.....	3
Number of graduates since school was organized.....	137
Number of these who have attended college.....	50



CONVERSE HIGH SCHOOL.

COVINGTON HIGH SCHOOL.

H. S. Kaufman, Superintendent.

Organized, 1879. Commissioned, 1896.

Superintendents, with dates of service:

J. Warren McBroom.....	1879-1882
H. M. McKnight.....	1882-1883
V. E. Livengood.....	1883-1887
S. A. D. Harry.....	1887-1891
W. H. Fertich.....	1891-1895
W. P. Hart.....	1895-1903
H. S. Kaufman.....	1903-1904

Principals and assistants:

Letha Fertich	1891
Mollie McMahon	1892
Edna Hays	1894
W. P. Hart.....	1896
J. F. Millis.....	1897-1898
S. H. Hall.....	1903-

High school teachers and subjects they teach:

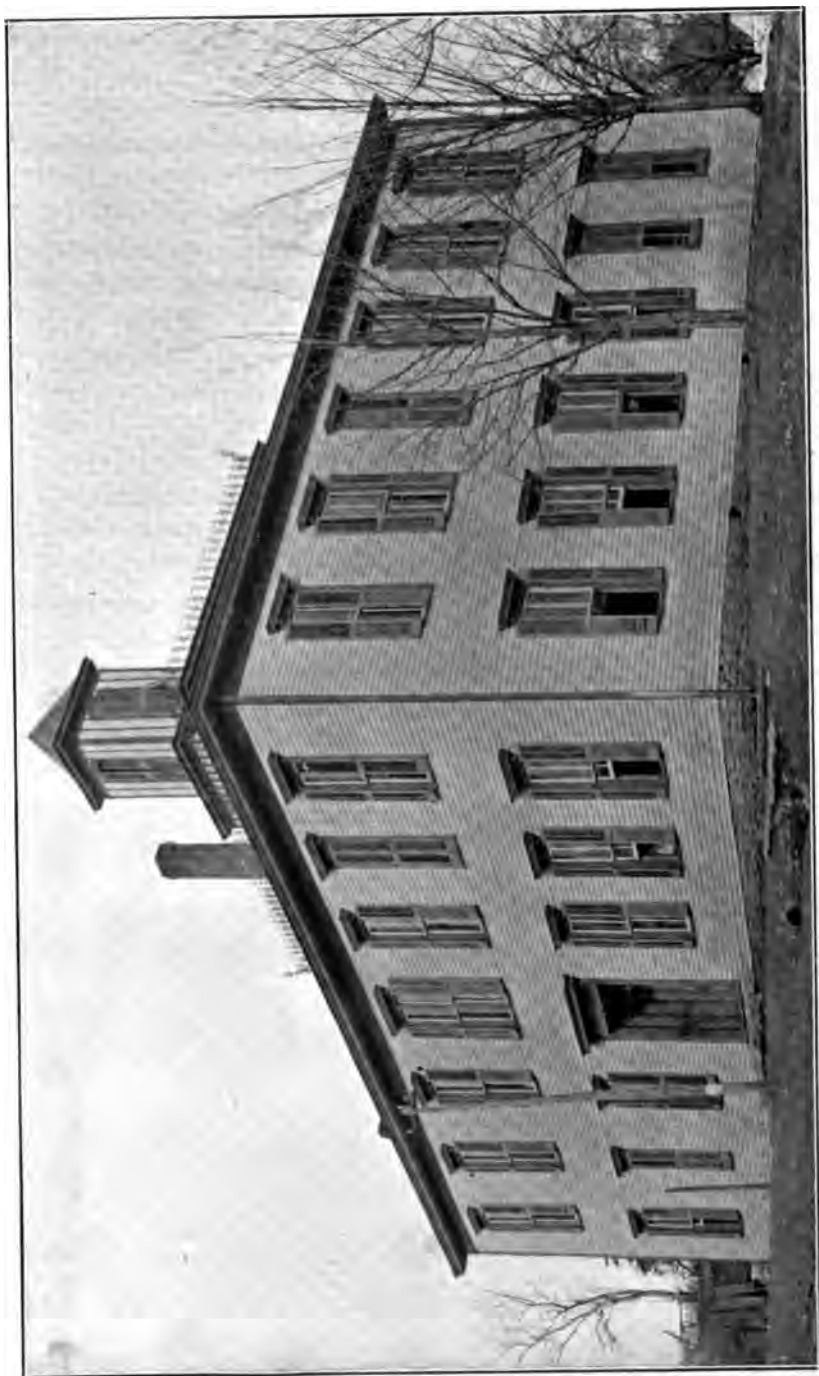
S. H. Hall, Mathematics.
H. S. Kaufman, Mathematics.
H. C. Fish, History.
Earl M. Watson, Science.
LaVerne Glascock, Latin.
Josephine B. Calhoun, English.
Lura Hunter, Music and Drawing.

Average yearly salary of high school teachers, including superintendent,
\$583.

Training of teachers:

H. S. Kaufman, Indiana University, A.B.
S. H. Hall, Indiana University, A.B.
La Verne Glascock, University of Michigan, A.B.
H. C. Fish, University of Wisconsin, B.L.
Josephine B. Calhoun, DePauw University, Ph.B.
Earl M. Watson, Wabash College, A.B.
Lura Hunter, Michigan Normal College.

Enrollment in high school.....	100
Total enrollment in grades and high school.....	518
Number of girls graduated last year (1903).....	14
Number of boys graduated last year (1903).....	4
Number in this class that went to college.....	2
Number of graduates since school was organized.....	158
Number of these who have attended college.....	46



CORYDON HIGH SCHOOL.

CRAWFORDSVILLE HIGH SCHOOL.

W. A. Millis, Superintendent.

Organized, 1876. Commissioned, 1886.

Superintendents, with dates of service:

W. T. Fry.....	1876-1882
T. H. Dunn.....	1882-1890
I. M. Wellington.....	1890-1897
G. F. Kenaston.....	1897-1900
W. A. Millis.....	1900-

Principals and assistants:

Miss Anna Willson.....	1895-1904
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High school teachers and subjects they teach:

Anna Willson, English.
Hannah Muhleisen, Latin.
Sophie Kleinhans, German.
Lena F. Myers, English.
Curtis Merriman, Mathematics.
J. W. Pierce, History.
Fred L. Cory, Science.
Elizabeth M. Abernathy, Music.
Frances Westfall, Art.

Average yearly salary of high school teachers, including superintendent.
\$364.

Training of teachers:

W. A. Millis, A.M., Indiana University.
Anna Willson, student Chicago University and Harvard College.
Hannah Muhleisen, Indiana University.
Sophie Kleinhans, University Göttinger.
Lena F. Myers, A.B., University of Michigan.
Curtis Merriman, A.B., Indiana University.
J. W. Pierce, graduate Indiana State Normal School.
Fred L. Cory, A.B., Wabash College.

Enrollment in high school, 123 boys and 143 girls.....	266
Total enrollment in grades and high school.....	1,424
Number of girls graduated last year (1903).....	16
Number of boys graduated last year (1903).....	6
Number in this class that went to college.....	9
Number of graduates since school was organized.....	387
Number of these who have attended college.....	101

CROWN POINT HIGH SCHOOL.

F. F. Heighway, Superintendent.

Organized, 1883.

Superintendents, with dates of service:

W. B. Dimon.....	1881-1884
G. L. Voris.....	1884-1888
M. J. Mallery.....	1888-1890
J. J. Allison.....	1890-1896
F. F. Heighway.....	1896-1904

Principals and assistants:

Margaret McCowan.

High school teachers and subjects they teach:

Margaret McCowan, Latin, Algebra, Plane Geometry.

Clara Vierling, English and History.

Augusta Kopelke, German and History.

Frank F. Heighway, Science.

Average yearly salary of high school teachers, including superintendent, \$640.

Training of teachers:

Frank F. Heighway, B.S., and undergraduate student University of Chicago.

Margaret McCowan, A.B., Iowa College and University of California.

Clara Vierling, A.B., Indiana University.

Augusta Kopelke, German College.

Enrollment in high school.....	80
Total enrollment in grades and high school.....	467
Number of girls graduated last year (1903).....	11
Number of boys graduated last year (1903).....	5
Number in this class that went to college.....	5
Number of graduates since school was organized.....	150
Number of these who have attended college.....	45



CRAWFORDSVILLE HIGH SCHOOL.

DANA HIGH SCHOOL.

W. E. Smythe, Superintendent.

Organized, 1895. Commissioned, 1897.

Superintendents, with dates of service:

I. C. Reubelt.....	1895-1901
E. M. Hughes.....	1901-1903
W. E. Smythe.....	1903-1904

Principals and assistants:

J. Walton Clark.
 Mr. Large.
 C. E. Dodson.
 Eva Malone.
 Effie I. Roberts.

High school teachers and subjects they teach:

W. E. Smythe, Algebra, Plane Geometry, Physics and U. S. History.
 Effie I. Roberts, English Composition and Rhetoric, Botany, Oriental History.

Eva Malone, Latin, Greek and Roman History.

Average yearly salary of high school teachers, including superintendent, \$430.

Training of teachers:

W. E. Smythe, graduate Indiana State Normal.
 Effie I. Roberts, B.L., graduate of College of Liberal Arts, Northwestern University.
 Eva Malone, one year in Vassar College, graduate of Decatur High School.

Enrollment in high school.....	50
Total enrollment in grades and high school.....	214
Number of girls graduated last year (1903).....	6
Number of boys graduated last year (1903).....	4
Number in this class that went to college.....	3
Number of graduates since school was organized.....	66
Number of these who have attended college.....	15

DANVILLE HIGH SCHOOL.

O. C. Pratt, Superintendent.

Organized, 1879. Commissioned, 1895.

Superintendents, with dates of service:

J. F. Albin.....	1879-1880
Libbie Jarrett	1880-1882
F. F. Pragg.....	1882-1883
Milton J. Mallory.....	1883-1888
A. Jones	1888-1890
H. J. Shafer.....	1890-1892
F. M. Saxton.....	1892-1894
P. V. Voris.....	1894-1897
Orville C. Pratt.....	1897-1904

Principals and assistants:

Principal, C. W. Eaton; assistant, Grace Welshans.

High school teachers and subjects they teach:

Orville C. Pratt, German, Commercial Geography and English History.

Chas. W. Eaton, Mathematics and Science.

Grace H. Welshans, Latin and English.

M. A. Keeney, English and History.

Average yearly salary of high school teachers, including superintendent. \$650.

Training of teachers:

O. C. Pratt, Ph.B., DePauw.

C. W. Eaton, Valparaiso Normal.

Grace H. Welshans, undergraduate Chicago University.

M. A. Keeney.

Enrollment in high school.....	75
Total enrollment in grades and high school.....	425
Number of girls graduated last year (1903).....	11
Number of boys graduated last year (1903).....	5
Number of graduates since school was organized.....	No data
Number who have attended college.....	No data

DARLINGTON HIGH SCHOOL.

Daniel Freeman, Superintendent.

Organized, 1896. Commissioned, 1903.

Superintendents, with dates of service:

O. H. Ghriest.....1896-1900

W. S. King.....1900-1903

Daniel Freeman.....1903-1904

Principals and assistants:

Assistant, W. B. Rodman.....1896-1898

Assistant, Adam Carrick.....1898-1901

Assistant, Margaret Weesner.....1901-1904

High school teachers and subjects they teach:

Daniel Freeman, Geometry, General History, Latin, German, Physics.

Margaret Weesner, English, General History, Algebra, Physical Geography.

Average yearly salary of high school teachers, including superintendent. \$564.40.

Training of teachers:

Daniel Freeman, Ph.B., Earlham College, and graduate of Indiana State Normal.

Margaret Weesner, Indiana State Normal and undergraduate in State University.

Enrollment in high school.....	63
Total enrollment in grades and high school.....	260
Number of girls graduated last year (1903).....	7
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	2
Number of graduates since school was organized.....	45
Number of these who have attended college.....	8 to 10

DECATUR HIGH SCHOOL.

H. A. Hartman, Superintendent.

Organized, 1878. Commissioned, 1894.

Superintendents, with dates of service:

S. G. Hastings.....	1878-1881
C. G. White.....	1881-1883
G. W. A. Lucky.....	1883-1887
C. A. Dugan.....	1887-1891
J. Lewis	1891-1892
A. D. Moffett.....	1892-1896
Lell M. Segar.....	1896-1897
W. F. Brittson.....	1897-1899
H. A. Hartman.....	1899-1904

Principals and assistants:

W. J. Meyer.
Miss Lell M. Segar.
H. D. Merrell.
C. E. Hocker.

High school teachers and subjects they teach:

C. E. Hocker, Mathematics.
Miss Rose L. Dunathan, Latin and History.
Miss Sophia Luzzader, English.
J. B. Dutcher, Science.
W. J. Creig, Commercial.

Average yearly salary of high school teachers, including superintendent,
\$672.50.

Training of teachers:

H. A. Hartman, A.B., Ph.D., Ann Arbor and State College Alabama.
C. E. Hocker, undergraduate Indiana University, one year.
Rose L. Dunathan, A.B., Ohio Wesleyan University.
Miss Sophia Luzzader, A.B., Indiana University.
J. B. Dutcher, A.B., Tri-State Normal.
W. J. Creig, Vories Business College.

Enrollment in high school.....	67
Total enrollment in grades and high school.....	825
Number of girls graduated last year.....	4
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	1
Number of graduates since school was organized.....	216
Number of these who have attended college.....	56

DELPHI HIGH SCHOOL.

E. L. Hendricks, Superintendent.

Organized, 1872. Commissioned, 1872.

Superintendents:

D. D. Blakeman.
A. W. Dunkle.
W. H. Hershman.
W. S. Almond.
E. L. Hendricks.
J. M. Hitt.
John H. Shafer.

Principals and assistants:

K. R. Smoot.
G. W. Jullen.
S. B. McCracken.
J. M. Culver.
D. C. Ridgeley.
F. C. Whitcomb.
Emma B. Shealy.
Jas. O. Engleman.

High school teachers and subjects they teach:

J. O. Engleman, Principal, Mathematics, History, Latin.
F. J. Breeze, Science, American Literature.
Anna M. Schöll, Literature and Latin.
E. L. Hendricks, Superintendent, History.

Average yearly salary of high school teachers, including superintendent, \$881.25.

Training of teachers:

E. L. Hendricks, superintendent, graduate of Franklin College; A.M., Indiana University; summer in University of Chicago; summer in Harvard.
J. O. Engleman, graduate Indiana State Normal; correspondence work in University of Chicago.
F. J. Breeze, graduate Indiana State Normal; chemistry work in Purdue University.
Anna M. Schöll, graduate St. Mary; one year post-graduate St. Mary; one term Indiana University.

Enrollment in high school.....	114
Total enrollment in grades and high school.....	456
Number of girls graduated last year (1903).....	15
Number of boys graduated last year (1903).....	5
Number in this class that went to college.....	2
Number of graduates since school was organized.....	288
Number of these who have attended college.....	60

DUNKIRK HIGH SCHOOL.

C. E. Vinzant, Superintendent.

Organized, 1891. Commissioned, 1898.

Superintendents, with dates of service:

Elias Boltz	1891-1897
H. S. Gray.....	1897-1902
C. E. Vinzant.....	1903-1904

Principals and assistants:

G. C. Powers.
 Ruth F. Stone.
 W. H. Budders.
 Alta Branagan.

High school teachers and subjects they teach:

G. C. Powers, Mathematics and Science.
 Ruth F. Stone, Latin and English.
 C. E. Vinzant, History.

Average yearly salary of high school teachers, including superintendent.
 \$700.

Training of teachers:

G. C. Powers, graduate Earlham.
 Ruth Stone, DePauw, three years.
 C. E. Vinzant, graduate State Normal.

Enrollment in high school.....	60
Total enrollment in grades and high school.....	650
Number of girls graduated last year (1903).....	9
Number of boys graduated last year (1903).....	0
Number in this class that went to college.....	3
Number of graduates since school was organized.....	Records burned

DUBLIN HIGH SCHOOL.

J. C. Mills, Superintendent.

Organized, 1871.

Superintendents, with dates of service:

W. W. White.....	1871-1874
John Mather	1879-1881
R. N. Johns.....	1881-1882
J. McNeil	1882-1885
Victor C. Alderson.....	1885-1887
T. A. Mott.....	1887-1891
F. L. Harris.....	1891-1892
D. R. Ellbarger.....	1892-1893
J. R. Sparks.....	1893-1895
S. B. Plaskett.....	1895-1897
A. L. Ellbarger.....	1897-1898
H. D. Nicewanger.....	1898-1900
W. D. Cook.....	1900-1901
J. C. Mills.....	1901-1904



DUBLIN HIGH SCHOOL.

Principals and assistants:

Mrs. M. E. F. Stewart.

High school teachers and subjects they teach:

Mrs. Stewart, Latin, English, part of work in Science.

Mr. Mills, Mathematics, History and part of work in Science.

Average yearly salary of high school teachers, including superintendent, \$580.

Training of teachers:

J. C. Mills, undergraduate Earlham, three years.

Mrs. Stewart, graduate Indiana State Normal; undergraduate Indiana State University, one and one-half years.

Enrollment in high school.....	35
Total enrollment in grades and high school.....	200
Number of girls graduated last year (1903).....	2
Number of boys graduated last year (1903).....	None
Number in this class that went to college.....	2
Number of graduates since school was organized.....	151
Number of these who have attended college.....	78

EAST CHICAGO HIGH SCHOOL.

Wm. C. Smith, Superintendent.

Organized, 1898. Commissioned, 1902.

Superintendents, with dates of service:

Irwin F. Mather.....1899-1901

Wm. C. Smith.....1901-1904

Principals and assistants:

Principal, A. G. Slocumb; assistants, Flora B. Bronson, Ella M. Lyons, Bertha Watkins, Emelle Pooley, Carrie B. Hemenger, Mantia Bloom, May Rolfe, Kathryn Sheets.

High school teachers and subjects they teach:

A. G. Slocumb, Algebra, Arithmetic, Geometry, Commercial Law.

Flora B. Bronson, Latin, German.

Ella M. Lyons, English, History.

May Rolfe, Physiology, Physical Geography, Physics, Botany, Chemistry.

Kathryn Sheets, Bookkeeping, Shorthand.

Average yearly salary of high school teachers, including superintendent.
\$785.66%.

Training of teachers:

W. C. Smith, Washington University, two years; Normal, two years.

A. G. Slocumb, B.S., Valparaiso.

Flora B. Bronson, A.B., Valparaiso; undergraduate University of Chicago, two years.

Ella M. Lyons, undergraduate Indiana University, one-quarter year;
University of Chicago, one-half year.

May Rolfe, A.B., University of Illinois.

Kathryn Sheets.

Enrollment in high school.....	58
Total enrollment in grades and high school.....	800
Number of girls graduated last year (1903).....	2
Number of boys graduated last year (1903).....	4
Number in this class that went to college.....	4
Number of graduates since school was organized.....	21
Number of these who have attended college.....	5

EDINBURG HIGH SCHOOL.

C. F. Patterson, Superintendent.

Organized, 1875. Commissioned, 1880.

Superintendents, with dates of service:

John Martin 1867-1878

J. C. Eagle.....1878-1888

W. B. Owens.....1888-1894

Chas. F. Patterson.....1894-1904

Principals and assistants:

Janie Deming.

C. M. McDaniel.

J. H. Hayworth.

Leva M. Foster.

High school teachers and subjects they teach:

Miss Leva M. Foster, Mathematics and Latin.

Average yearly salary of high school teachers, including superintendent,
\$962.50.**Training of teachers:**C. F. Patterson, Wabash and Franklin Colleges, Professional and
Life State Licenses.

Leva M. Foster, Indiana University.

Enrollment in high school.....	70
Total enrollment in grades and high school.....	508
Number of girls graduated last year (1903).....	6
Number of boys graduated last year (1903).....	7
Number in this class that went to college.....	5
Number of graduates since school was organized.....	300
Number of these who have attended college.....	150



EAST CHICAGO HIGH SCHOOL.

ELKHART HIGH SCHOOL.

D. W. Thomas, Superintendent.

Organized, 1868. Commissioned, 1886.

Superintendents, with dates of service:

Valois Butler	1868-1870
J. K. Waltz	1870-1874
J. M. Strasburg	1874-1875
M. A. Barnett	1876-1879
A. P. Kent	1879-1882
T. B. Swartz	1882-1886
D. W. Thomas	1886-1904

Principals and assistants:

Nellie Smith.
 Mary E. Gordon.
 Serene E. Hoadley.
 Lydia A. Dimon.
 Sarah D. Harmon.
 Chas. M. Van Cleave.
 Geo. W. Barr.
 A. G. Hall.
 Leonard Conant.
 Theodore Johnson.
 Horace Phillips.
 Z. B. Leonard.
 S. B. McCracken.

High school teachers and subjects they teach:

S. B. McCracken, Physics and Chemistry.
 Clara Van Nuys, English Literature.
 Ella Wilkinson, Latin.
 A. M. Smith, Mathematics.
 Ella Rice, American Literature.
 Retta Speas, Biology.
 Wm. O. Lynch, History.
 C. W. Blanchard, Commercial Subjects.
 W. L. Gard, Assistant in History.
 Elizabeth Aitken, Assistant in Mathematics.

Average yearly salary of high school teachers, including superintendent,
 \$868.64.

Training of teachers:

D. W. Thomas, superintendent, A. B., A. M., DePauw University.
 S. B. McCracken, A.B., Indiana State University.
 Clara Van Nuys, Indiana State Normal.
 Wm. O. Lynch, Indiana State Normal, Indiana State University.
 C. W. Blanchard, Indiana Central College, Fayette Normal University, Ohio.
 Amandus M. Smith, Bucknell University, Pa.; Pennsylvania State Normal.
 Ella E. Rice, Michigan University, one year.
 M. Ella Wilkinson, New York State Normal.

Retta E. Speas, Indiana State Normal.

Willis L. Gard, Indiana State University.

Elizabeth Aitken, Michigan State Normal.

Enrollment in high school.....	252
Total enrollment in grades and high school.....	2,764
Number of girls graduated last year (1903).....	22
Number of boys graduated last year (1903).....	9
Number in this class that went to college.....	3
Number of graduates since school was organized.....	496
Number of these who have attended college.....	60

ELWOOD HIGH SCHOOL.

C. S. Meek, Superintendent.

Organized, 1889. Commissioned, 1891.

Superintendents, with dates of service:

T. F. Fitzgibbon.....1890-1901

Chas. S. Meek.....1901-1904

Principals and assistants:

Chas. S. Meek.....1892-1894

John Freeman.....1894-1898

L. D. Owens.....1898-1901

J. G. Collicutt.....1901-1903

V. W. Owen.....1903-1904

High school teachers and subjects they teach:

Everett Owens, Mathematics.

Chas. Haseman, Mathematics.

Otto Sperlin, English.

Edward McDonald, English.

Ida Webb, History.

Geo. D. Shafer, Science.

Edna Chaffee, German.

Lucy Poucher, Latin.

Average yearly salary of high school teachers, including superintendent,
\$786.

Training of teachers:

Chas. S. Meek, A.B., University of Indiana.

Everett Owens, A.B., University of Indiana.

Chas. Haseman, A.B., University of Indiana.

Otto Sperlin, A.B., University of Indiana.

Geo. D. Shafer, A.B., University of Indiana.

Ethel Chaffee, A.B., DePauw University.

Lucy Poucher, A.B., DePauw University.

Ida Webb, Indiana State Normal.

Enrollment in high school.....	245
Total enrollment in grades and high school.....	2,670
Number of girls graduated last year (1903).....	10
Number of boys graduated last year (1903).....	13
Number of each in this class that went to college, boys, 4; girls.....	5
Number of graduates since school was organized.....	176
Number of these who have attended college.....	40

FAIRMOUNT HIGH SCHOOL.**C. H. Copeland, Superintendent.****Organized, 1896. Commissioned, 1899.****Superintendents, with dates of service:**

R. W. Himelick.....	1896-1897
C. H. Copeland.....	1897-1904

Principals and assistants:

M. E. Monahan.
 W. L. Jay.
 M. N. Hadley.
 J. C. Castleman.
 H. C. Brandon.

High school teachers and subjects they teach:

H. C. Brandon, Physics and Geometry.
 L. C. Robey, English and Algebra.
 R. D. Smith, English and History.
 Josephine Abel, Latin and German.
 C. H. Copeland, Botany.
 Lenora Denton, Music.

Average yearly salary of high school teachers, including superintendent, \$500.**Training of teachers:**

C. H. Copeland, A.M., Indiana University, Superintendent.
 H. C. Brandon, A.B., Indiana University, Principal.
 R. D. Smith, Indiana State Normal graduate.
 Josephine Abel, A.B., Indiana University.
 L. C. Robey, A.B., Wabash College.
 Lenora Denton, Thomas Normal Training School, Detroit, Mich.

Enrollment in high school.....	110
Total enrollment in grades and high school.....	850
Number of girls graduated last year (1903).....	7
Number of boys graduated last year (1903).....	2
Number in this class that went to college—girl.....	1
Number of graduates since school was organized.....	38
Number of these who have attended college.....	5



FAIRMOUNT HIGH SCHOOL.

FLORA HIGH SCHOOL.**J. S. Slabaugh, Superintendent.****Organized, 1892. Commissioned, 1902.****Superintendents, with dates of service:**

I. F. Myer.....	1892-1894
E. N. Canine.....	1894-1897
Geo. B. Asbury.....	1897-1903
Jancy S. Slabaugh.....	1903-1904

Principals and assistants:

O. B. Bottorff, principal.

E. J. Todd, assistant.

High school teachers and subjects they teach:

J. S. Slabaugh, History and Latin.

O. B. Bottorff, English and Latin.

E. J. Todd, Mathematics and Science.

Average yearly salary of high school teachers, including superintendent, \$500.**Training of teachers:**

J. S. Slabaugh, graduate of Indiana State Normal, senior in Indiana University.

O. B. Bottorff, A. B., from Indiana University.

E. J. Todd, undergraduate of Indiana University, three years.

Enrollment in high school.....	66
Total enrollment in grades and high school.....	380
Number of girls graduated last year (1903).....	4
Number of boys graduated last year (1903).....	6
Number in this class that went to college.....	None
Number of graduates since school was organized.....	58
Number of these who have attended college.....	12

FORTVILLE HIGH SCHOOL.

W. A. Myers, Superintendent.

Organized, 1890. Commissioned, 1896.

Superintendents, with dates of service:

J. W. Jay.....	1895-1900
William A. Myers.....	1900-1904

Principals and assistants:

J. M. Pogue, W. A. Myers, W. A. Bowman, H. W. Wolfe, James A. Moody, O. L. Morrow.

High school teachers and subjects they teach:

W. A. Myers, Algebra, Botany, Cicero, American Literature, American History, Civics.

O. L. Morrow, Geometry, Physics, beginning Latin, Caesar, English Literature, Physical Geography, Ancient History.

C. H. Griffey, Algebra, Literature, Composition.

Average yearly salary of high school teachers, including superintendent, \$576.

Training of teachers:

W. A. Myers, superintendent, A. B., 1896; A. M., 1899, Indiana University.

O. L. Morrow, principal, graduate Indiana State Normal School.

C. H. Griffey, undergraduate Butler College, two terms.

Enrollment in high school (1903-04).....	62
Total enrollment in grades and high school.....	317
Number of girls graduated last year (1903).....	7
Number of boys graduated last year (1903).....	2
Number of each in this class that went to college—	
Girls	1
Boys	1
Number of graduates since school was commissioned.....	85
Number of these who have attended college.....	15

FOUNTAIN CITY HIGH SCHOOL.

B. W. Kelly, Superintendent.

Organized, 1872. Commissioned, 1902.

Superintendents, with dates of service:

David F. White.....	1872-1873
John Mather.	
Mary E. Harris.	
Lucius Fall.	
Abbott Mott.	
Mr. Woolford.....	1885-1886
R. E. Kirkman.....	1886-1888
Dan Barrett.....	1889-1890
J. M. Meek.....	1891-1895
A. L. Ellabarger.....	1896-1898
C. A. Thornburg.....	1899-1903

Principals and assistants:

B. W. Kelly, superintendent.

Carrie B. Griffiths, principal.

High school teachers and subjects they teach:

B. W. Kelly, English, History, Physics.

Carrie B. Griffiths, Latin, Algebra, Geometry.

Average yearly salary of high school teachers, including superintendent,
\$600.

Training of teachers:

B. W. Kelly, superintendent, B. S., Earlham College.

Carrie B. Griffiths, principal, undergraduate Indiana University, one
year.

Enrollment in high school.....	25
Total enrollment in grades and high school.....	225
Number of girls graduated last year (1903).....	1
Number of boys graduated last year (1903).....	1
Number in this class that went to college.....	None
Number of graduates since school was commissioned.....	No data
Number of these who have attended college.....	No data



FOUNTAIN CITY HIGH SCHOOL.

FOWLER HIGH SCHOOL.

Lewis Hoover, Superintendent.

Organized, 1886. Commissioned, 1885.

Superintendents, with dates of service:

Lewis Hoover	1900-1904
Louis Lambert	1890-1900
T. F. Berry	1897-1899
Burton Berry	1894-1897
P. V. Voris	1892-1894
W. J. Bowen	1890-1892
Samuel Lilly	1888-1890
Mr. Brunton	1887-1888
Mr. Buckley	1886-1887
W. J. Bowen	1885-1886

Principals:

J. H. Stanley	1903-1904
Edward Gardner	1902-1903
J. G. Perrin	1901-1902
J. A. Linebarger	1899-1901
Cora Snyder	1895-1899

High school teachers and subjects they teach:

J. H. Stanley, Latin and Mathematics.

Rose E. Hay, History and English.

Average yearly salary of high school teachers, including superintendent, \$738.33.

Training of teachers:

Lewis Hoover, superintendent, graduate high school, Hagerstown, Ind.; graduate Indiana State Normal; doing senior work in Earlham College.

J. H. Stanley, graduate Indiana State Normal; doing senior work in State University; Chicago University, summer, 1900.

Rose E. Hay, graduate high school, Vermillion, Ill.; Westfield College, Illinois, two years; Indiana State Normal, two years.

Enrollment in high school	70
Total enrollment in grades and high school	372
Number of girls graduated last year (1903)	12
Number of boys graduated last year (1903)	5
Number of each in this class that went to college—	
Girls	1
Boys	3
Number of graduates since school was organized	137
Number of these who have attended college	49



FOWLER HIGH SCHOOL.

FRANKFORT HIGH SCHOOL.

Edwin S. Monroe, Superintendent.

Organized, 1875. Commissioned, —.

Superintendents, with dates of service:

E. H. Slatey.....	1866-1872
J. P. Rous.....	1872-1874
J. E. Moxton.....	1874-1876
Richard G. Boone.....	1876-1886
E. E. Griffith.....	1886-1890
B. F. Moore.....	1890-1899
H. L. Frank.....	1899-1901
George L. Roberts.....	1901-1903
Edwin S. Monroe.....	1903-1904

Principals and assistants:

J. S. Ludlam, J. F. Millpaugh, A. M. Huycke, J. F. Warfel, C. E. Newlin, D. K. Goss, J. A. Wood, J. A. Hill, J. J. Mitchell.

High school teachers and subjects they teach:

J. J. Mitchell, Mathematics.
 F. W. Smith, Science.
 O. A. Rawlins, Science.
 William Robison, Mathematics and English.
 Christiana Thompson, English.
 Anna M. Claybaugh, Latin.
 Alice Hadley, History.

Average yearly salary of high school teachers, including superintendent,
 \$909.37.

Training of teachers:

J. J. Mitchell, A. B., Indiana University.
 F. W. Smith, graduate Indiana State Normal.
 O. A. Rawlins, A. B., Indiana University.
 William Robison, A. B., Indiana University.
 Christiana Thompson, A. B., Otterbein University.
 Anna M. Claybaugh, graduate Indiana State Normal.
 Alice Hadley, graduate Indiana State Normal.
 Edwin S. Monroe, superintendent, A. M., Hanover College.

Enrollment in high school.....	222
Total enrollment in grades and high school.....	1,615
Number of girls graduated last year (1903).....	13
Number of boys graduated last year (1903).....	14
Number of each in this class that went to college—	
Boys	3
Girls	3
Number of graduates since school was organized.....	465
Number of these who have attended college.....	100



FRANKFORT HIGH SCHOOL.

FRANKLIN HIGH SCHOOL.

H. B. Wilson, Superintendent.

Organized, 1871. Commissioned, — —.

Superintendents, with dates of service:

F. M. Ferguson.....	1866-1871
H. H. Boyce.....	1871-1873
E. E. Thompson.....	1874-1875
Mr. Hunter.....	1874-1875
Mr. Martin.....	1875-1881
Mr. Kemp.....	1881-1882
Arnold Thompkins	1882-1885
Mr. Kirsch.....	1885-1886
W. J. Williams.....	1887-1893
Will Featheringill	1893-1898
N. C. Johnson.....	1898-1900
Horace Ellis	1900-1902
H. B. Wilson.....	1902-1904

Principals and assistants:

Mrs. Boyce, Mrs. Thompson, Miss Nelly, Mrs. Martin, Mrs. White,
Mary Adams, Mr. Barnett, E. L. Stephenson, Mr. Martin, Kitty
Palmer, Alva O. Neal, C. R. Parker, Geo. B. Asbury.

High school teachers and subjects they teach:

Geo. B. Asbury, principal, Latin.
Herriott Palmer, History.
Clara Hannaman, English.
Nettie Craft, Science.
N. C. Grimes, Mathematics and German.
Margaret Pritchard, Latin and English.
Ethelwyn Miller, Latin and Mathematics.

Average yearly salary of high school teachers, including superintendent,
\$768.

Training of teachers:

H. B. Wilson, superintendent, Indiana State Normal, graduate; In-
diana University, two years.
George B. Asbury, graduate Indiana State Normal; undergraduate
Indiana University.
Herriott C. Palmer, Franklin College, B. S., Ph. M., summer school.
Clara Hannaman, Franklin College, three years.
Nettie C. Craft, Franklin College, B. S., summer school.
N. C. Grimes, Michigan State University, three years.
Margaret Pritchard, Franklin College, A. B.
Ethelwyn Miller, Franklin College; Boston University, one year.

Enrollment in high school.....	215
Total enrollment in grades and high school.....	863
Number of girls graduated last year (1903).....	9
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	5
Number of graduates since school was organized.....	299
Number of these who have attended college.....	175

FRANKTON HIGH SCHOOL.

J. B. Fagan, Superintendent.

Organized, 1897. Commissioned, April 12, 1899; May 28, 1902, and November 5, 1903.

Superintendents, with dates of service:

J. B. Fagan.....1897-1904

Principals and assistants:

C. E. Greene, principal.....1897-1900

L. Blanche Merry, principal.....1900-1904

L. Blanche Merry, assistant.....1898-1900

J. H. Stanley, assistant.....1900-1901

Grace Triplett, assistant.....1901-1902

Malissa B. Furr, assistant.....1902-1904



FRANKTON HIGH SCHOOL.

High school teachers and subjects they teach:

L. Blanche Merry, English and History.

Malissa B. Furr, Latin and Science, Physics, Chemistry.

J. B. Fagan, Mathematics.

Average yearly salary of high school teachers, including superintendent,
\$726.66%.

Training of teachers:

Malissa B. Furr, A. B., Eminence College, Kentucky; graduate Indiana State Normal.

Blanche Merry, graduate Indiana State Normal; student Michigan State University.

J. B. Fagan, graduate Indiana State Normal.

Enrollment in high school.....	30
Total enrollment in grades and high school.....	250
Number of girls graduated last year (1903).....	1
Number of boys graduated last year (1903).....	1
Number in this class that went to college.....	0
Number of graduates since school was organized.....	14
Number of these who have attended college.....	7

GALVESTON HIGH SCHOOL.

Elmer E. Tyler, Superintendent.

Organized, 1895. Commissioned, 1903.

Superintendents, with dates of service:

Elmer E. Tyner.....1903-1904

Principals and assistants:

J. W. Laird, R. C. Hills, H. M. Stout, and Miss Ida Galbreath, assistant; Elmer E. Tyner, and H. R. Bean, assistant.

High school teachers and subjects they teach:

Elmer E. Tyner, Latin and Science.

H. R. Bean, Mathematics, English and History.

Average yearly salary of high school teachers, including superintendent, \$600.

Training of teachers:

Elmer E. Tyner, M. S., Franklin College, Indiana.

H. R. Bean, A. B., Toronto University, Canada.

Enrollment in high school.....	50
Total enrollment in grades and high school.....	177
Number of girls graduated last year (1903)....	5
Number of boys graduated last year (1903).....	3
Number of each in this class that went to college—	
Girls	2
Boys	1
Number of graduates since school was organized.....	19
Number of these who have attended college.....	7



GALVESTON HIGH SCHOOL.

GARRETT HIGH SCHOOL.

Ezra E. Lollar, Superintendent.

Organized, 1889. Commissioned, 1895.

Superintendents, with dates of service:

Thos. S. Merica.....	1886-1890
Francis M. Merica.....	1890-1896
George M. Hoke.....	1896-1899
Ezra E. Lollar.....	1899-1904

Principals and assistants:

Principals—F. M. Merica, Ella Vivian, Geo. M. Hoke, G. P. Thielen,
Ezra E. Lollar, C. E. White, J. W. Coleberd, Estella Wolf.

Assistants—Maude Braderick, J. W. Coleberd, Delano Brinkerhoff,
W. A. Hogue, J. B. Tarney, Verna Darby.

High school teachers and subjects they teach:

Estella Wolf, Latin, English.
Verna Darby, Mathematics, Science.
Ezra E. Lollar, History.

Average yearly salary of high school teachers, including superintendent,
\$670.00.

Training of teachers:

Ezra E. Lollar A. B., Otterbein.
Estella Wolf, A. B., Heidelberg.
Verna Darby, A. B., Indiana University.

Enrollment in high school.....	64
Total enrollment in grades and high school.....	664
Number of girls graduated last year (1903).....	5
Number of boys graduated last year (1903).....	5
Number in this class that went to college—Boys.....	3
Number of graduates since school was organized.....	104
Number of these who have attended college.....	26



GARRETT HIGH SCHOOL.

GAS CITY HIGH SCHOOL.

J. H. Jeffrey, Superintendent.

Organized, 1894. Commissioned, 1897.

Superintendents, with dates of service:

W. O. Warrick.....	1894-1899
A. H. Sherer.....	1899-1901
J. H. Jeffrey.....	1901-1904

Principals and assistants:

B. L. McVicar, Mrs. W. O. Warrick, Mrs. A. H. Sherer, W. E. Schoonover, E. N. Canine.

High school teachers and subjects they teach:

J. H. Jeffrey, superintendent, Algebra.
 E. N. Canine, principal, History and Physics.
 Frances N. Curry, Latin and German.
 Elizabeth L. Meigs, English.
 Josephine Brown, Science and Mathematics.

Average yearly salary of high school teachers, including superintendent, \$667.

Training of teachers:

J. H. Jeffrey, superintendent, A. B., Indiana University.
 E. N. Canine, principal, A. B., Indiana University.
 Miss Frances N. Curry, A. B., Wooster, O.
 Miss Elizabeth L. Meigs, B. S. Purdue.
 Miss Josephine Brown, B. S., Iowa College.

Enrollment in high school.....	40
Total enrollment in grades and high school.....	796
Number of girls graduated last year (1903).....	1
Number of boys graduated last year (1903).....	2
Number in this class that went to college—Boys.....	2
Number of graduates since school was organized.....	14
Number of these who have attended college.....	5



GAS CITY HIGH SCHOOL.

GOODLAND HIGH SCHOOL.

M. A. Hester, Superintendent.

Organized, 1889. Commissioned, 1894.

Superintendents, with dates of service:

J. C. Dickerson.....1893-1903
 M. A. Hester.....1903-1904

Principals and assistants:

Mr. Humbard, Mr. Joe B. Fagan, Mr. Fred Weimar, Mr. Garrison,
 Mr. Deest, Mr. H. A. Henderson; Miss Maud Ellis, Miss Edna
 Watson, May Huston.

High school teachers and subjects they teach:

M. A. Hester, superintendent, Geometry, History, English, Latin.
 H. A. Henderson, Bookkeeping, History, Physics, Latin, Chemistry,
 Geometry.
 May Huston, English, Algebra.

Average yearly salary of high school teachers, including superintendent.
 \$608.33 $\frac{1}{3}$.

Training of teachers:

May Huston, Franklin (Ind.) Baptist College, four years.

H. A. Henderson, Battle Creek, Mich., six years.

M. A. Hester, DePauw, Ind.; Brookville, Ind.; Moores Hill College.

Enrollment in high school..... 60
 Total enrollment in grades and high school..... 350
 Number of girls graduated last year (1903)..... 3
 Number of boys graduated last year (1903).....None
 Number of each in this class that went to college.....None
 Number of graduates since the school was organized.....Not known
 Number of these who have attended college.....6 or 8



GOODLAND HIGH SCHOOL.

GOSHEN HIGH SCHOOL.

Victor W. B. Hedgepeth, Superintendent.

Organized, 1871. Commissioned, —.

Superintendents, with dates of service:

D. D. Luke.....	July 1, 1871
Ambrose Blunt.....	July 1, 1877
W. H. Sims.....	July 1, 1884
J. F. Rieman.....	July 1, 1899
V. W. B. Hedgepeth.....	July 1, 1901

Principals and assistants:

Miss E. R. Chandler, principal; Miss M. Lawrence, Miss Hills, assistant principals; Miss L. E. Michael, principal; D. J. Tyner, R. A. Randall, G. Wuthrich, assistant principal.

High school teachers and subjects they teach:

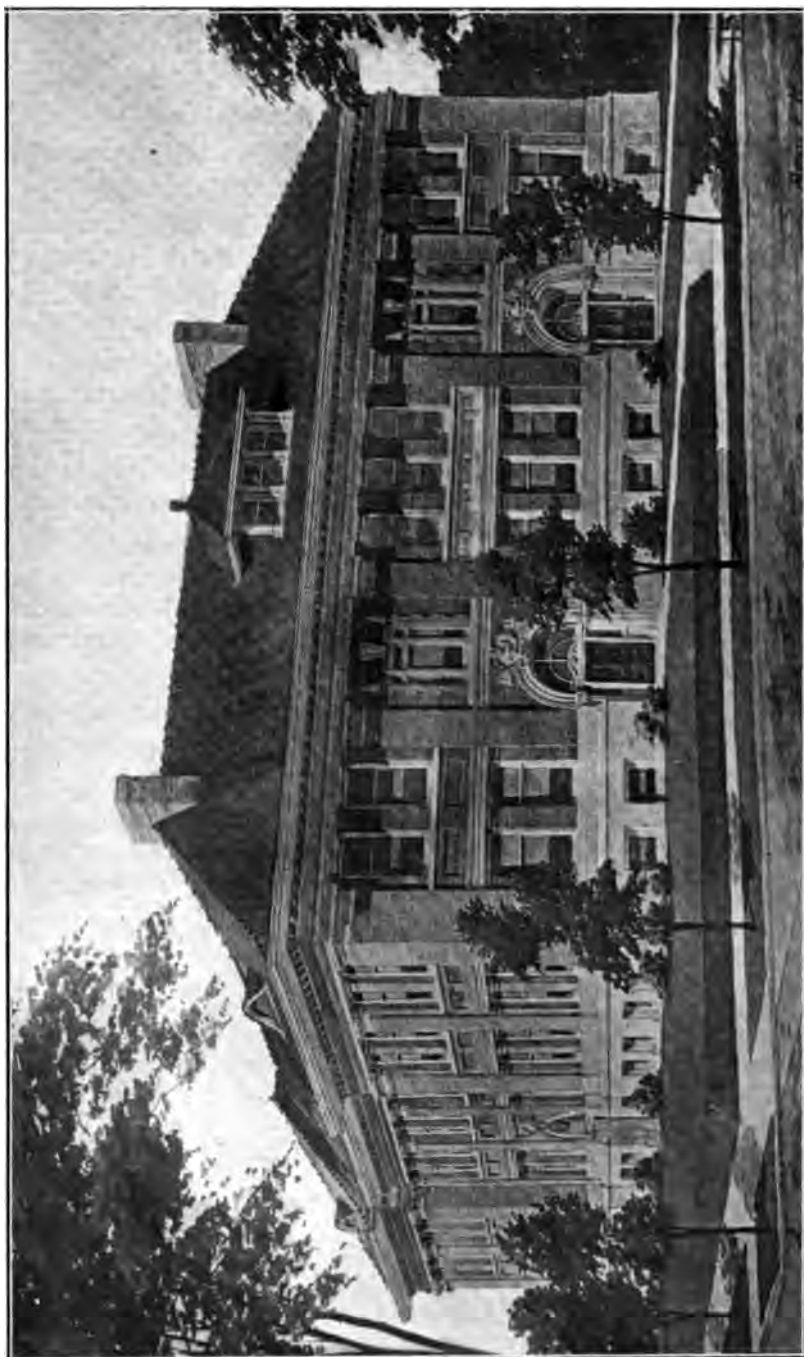
Lillian E. Michael, A. M., Latin.
 Guy S. Wuthrich, Biology.
 Emma L. Butler, A. B., English.
 Elizabeth Dugdale, History.
 Edwin Jacobs, Ph. B., Science.
 J. W. Bremer, German.
 A. J. Gerber, Ph. B., Mathematics.
 Mary Biggs, Commercial Department.
 Grace Galentine, Assistant English and Mathematics.
 Effie C. Hessin, Music.
 Victor Hedgepeth, A. M., Senior Mathematics.

Average yearly salary of high school teachers, including superintendent, \$973.

Training of teachers:

Lillian E. Michael, A. M., Ohio University.
 Guy S. Wuthrich, Indiana University, 2½ years, one year Valparaiso.
 Emma L. Butler, A. B., Chicago University.
 Elizabeth Dugdale, Michigan University, two years; two-thirds year Indiana Normal.
 Edwin Jacobs, Ph. B., Wooster University.
 J. W. Bremer, graduate Royal Seminary, Cologne.
 A. J. Gerber, Ph. B., Wooster University.
 Mary Biggs, Commerical Department, Elmira one year, five months Chicago University.
 Grace Galentine, six weeks Butler summer school.
 Effie C. Hessin, Boston and Chicago.
 Victor Hedgepeth, A. M., Bethany, Wabash.

Enrollment in high school.....	323
Total enrollment in grades and high school.....	1,609
Number of girls graduated last year (1903).....	26
Number of boys graduated last year (1903).....	11
Number of each in this class that went to college—	
Girls	3
Boys	5
Number of graduates since school was organized.....	351
Number of these who have attended college.....	108



GOSHEN HIGH SCHOOL.

GOSPORT HIGH SCHOOL.

E. L. Thompson, Superintendent.

Organized, 1870. Commissioned, 1892.

Superintendents, with dates of service:

W. W. Parsons.....	1870-1872
Bruce Carr	1872-1876
Samuel Lilly	1876-1886
J. N. Spangler.....	1886-1887
Mr. Hubbard	1887-1890
Ira P. Baldwin.....	1890-1895
W. O. Hiatt.....	1895-1898
Mr. Newlin	1898-1900
Mr. Ragsdale	1900-1901
D. M. McCarver.....	1901-1902
E. L. Thompson.....	1902-1904

Principals and assistants:

Miss Grimsley	1888-1891
Miss Rose Newcomb.....	1891-1893
Miss Sallie V. Brown.....	1893-1894
Miss Stephenson	1894-1897
Miss Edith Morton.....	1897-1898
Jacob Kinney.....	1897-1904

High school teachers and subjects they teach:

E. L. Thompson, History, Latin, English, Chemistry, German.

Ira P. Baldwin, Mathematics, Latin, Physics, English.

Average yearly salary of high school teachers, including superintendent, \$500.

Enrollment in high school.....	48
Total enrollment in grades and high school.....	208
Number of girls graduated last year (1903).....	11
Number of boys graduated last year (1903).....	7
Number in this class that went to college.....	6
Number of graduates since school was organized.....	270
Number of these who have attended college.....	Not known

GREENCASTLE HIGH SCHOOL.

H. G. Woody, Superintendent.

Organized, —. Commissioned, —.

Superintendents, with dates of service:

Reuben Ragan	1861-1866
D. D. Waterman.....	1866-1867—1868-1880
Gillum Ridpath.....	1867-1868
E. P. Cole.....	1870-1872
George W. Lee.....	1872-1881
J. N. Study.....	1881-1884
J. M. Olcott.....	1884-1886
James Baldwin	1886-1887
Robert A. Ogg.....	1887-1898
H. G. Woody.....	1898-1904

Principals:

Miss Martha J. Ridpath.....	1882-1904
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High school teachers and subjects they teach:

Martha J. Ridpath, Latin.
Florence Wood, English.
Jessie E. Moore, Mathematics and Latin.
Mary E. Hickman, Biology.
Lillian E. Southard, History.
Elizabeth Towne, Mathematics.
Grace W. Birch, German.
W. M. McGaughey, Physics.
Kate S. Hammond, Music.

Training of teachers:

In high school, university graduates, 100%.
In high school, with M.A. degree, 50%.
In grades, university graduates, 50%.
Entire corps, university graduates, 60%.
Entire corps with some college training, 69%.
Entire corps, with some college or normal training, 100%.
Entire corps, with normal training, 62%.

Enrollment in high school.....	207
Total enrollment in grades and high school.....	778
Number of girls graduated last year (1903).....	18
Number of boys graduated last year (1903).....	9
Number in this class that went to college.....	13
Number of graduates since school was organized.....	483
Number of these who have attended college.....	222

GREENFIELD HIGH SCHOOL.

W. C. Goble, Superintendent.

Organized, 1875. Commissioned, 1879.

Superintendents, with dates of service:

W. H. Sims.....	1877-1881
John W. Stout.....	1881-1883
J. M. Strasburg.....	1883-1884
J. V. Martin.....	1884-1889
W. H. Glascock.....	1889-1891
Geo. S. Wilson.....	1891-1898
Alpheus J. Reynolds.....	1898-1901
John H. Whiteley.....	1901-1901
Andrew E. Martin.....	1901-1903
W. C. Goble.....	1903-1904

Principals and assistants:

Miss Mary E. Sparks.....	1878-1886
J. J. Pettit.....	1877-1878
Geo. S. Wilson.....	1886-1891
Titus E. Kinsie.....	1891-1900
Elwood Morris.....	1900-1901
John Whiteley.....	1901-1903
John H. Johnston.....	1903-1904

High school teachers and subjects they teach:

John H. Johnston, English.
Frances L. Petit, Latin.
W. C. Goble, History.
Frank Larrabee, Mathematics.
Hugh E. Johnson, Science.
Della M. James, Music.

Average yearly salary of high school teachers, including superintendent,
\$713.

Training of teachers:

W. C. Goble, superintendent, Indiana State Normal.
John H. Johnston, principal, A.B., State University.
Frank Larrabee, B.S., Central Normal College.
Francis L. Petit, A.B., Michigan State University.
Hugh E. Johnson.
Della M. James.

Enrollment in high school..... 168

Total enrollment in grades and high school..... 960



GREENFIELD HIGH SCHOOL.

GREENSBURG HIGH SCHOOL.

Elmer C. Jerman, Superintendent.

Organized, 1869.

Superintendents, with dates of service:

C. W. Harvey.....	1869-1883
W. P. Shannon.....	1883-1897
G. L. Roberts.....	1897-1901
D. M. Geeting.....	1901-1903
Elmer C. Jerman.....	1903-1904

Principals:

Alfred Kummer.
 W. P. Shannon.
 C. L. Hottell.
 Geo. L. Roberts.
 Thos. L. Harris.
 Edgar Mendenhall.
 J. W. Rhodes.

High school teachers and subjects they teach:

J. W. Rhodes, principal, Mathematics.
 Eustace Foley, Science.
 Kate F. Andrews, English.
 Cora K. Ragsdale, Latin and History.
 Claribel Winchester, Music.

Average yearly salary of high school teachers, including superintendent,
 \$726.66%.

Training of teachers:

John W. Rhodes, undergraduate Indiana University.
 Eustace Foley, B.S., Indiana University.
 Kate F. Andrews, B.A., Wellesley College.
 Cora Kemp Ragsdale, Ph.B., Franklin College.
 Elmer C. Jerman, A.M., Franklin College.
 Claribel Winchester, undergraduate student in New England Con-
 servatory of Music, Boston; Cluchmann Conservatory of Music;
 Potsdam State Normal, Potsdam, N. Y.

Enrollment in high school.....	131
Total enrollment in grades and high school.....	955
Number of girls graduated last year (1903).....	10
Number of boys graduated last year (1903).....	12
Number in this class that went to college.....	6
Number of graduates since school was organized.....	421
Number of these who have attended college.....	85



GREENSBURG HIGH SCHOOL.

GREENTOWN HIGH SCHOOL.**H. E. Shephard, Superintendent.****Organized, 1879. Commissioned, 1901-02.****Superintendents, with dates of service:**

Moses Heinmiller	1893-1895
Lee Chalfant	1895-1897
J. D. White.....	1897-1900
H. B. Dickey.....	1900-1903
H. E. Shephard.....	1903-1904

Principals and assistants:

Penelope V. Kern, principal; Effie Kinnison, assistant.

High school teachers and subjects they teach:

H. E. Shephard, Mathematics and Science.

Penelope V. Kern, English, Latin and German.

Effie Kinnison, English, Latin and History.

Average yearly salary of high school teachers, including superintendent, \$520.**Training of teachers:**

H. E. Shephard, graduate Indiana State Normal; one year at Indiana University.

Penelope V. Kern, A.B., Butler College; Ph.B., University of Chicago.

Effie Kinnison, Ph.B., from Northwestern University.

Enrollment in high school.....	42
Total enrollment in grades and high school.....	335
Number of girls graduated last year (1903).....	4
Number of boys graduated last year (1903).....	1
Number in this class that went to college.....	1
Number of graduates since school was organized.....	13
Number of these who have attended college.....	4



GREENTOWN HIGH SCHOOL.

HAGERSTOWN HIGH SCHOOL.

O. L. Voris, Superintendent.

Organized, 1879. Commissioned, 1886.

Superintendents, with dates of service:

Lee Ault	1879-1883
R. Nelson	1883-1884
B. F. Wissler.....	1884-1887
P. V. Voris.....	1887-1892
B. F. Wissler.....	1892-1893
Lee Ault	1893-1900
O. L. Voris.....	1900-1904

Principal:

W. J. Bowden.

High school teachers and subjects they teach:

W. J. Bowden, Latin, Literature, Geometry, Algebra, Civil Government, Physical Geography and Psychology.

O. L. Voris, Latin, Literature, Rhetoric, Geometry, Physics and Botany.

Average yearly salary of high school teachers, including superintendent, \$586.

Training of teachers:

W. J. Bowman, graduate Indiana State Normal School.

O. L. Voris, graduate Indiana State Normal School.

Enrollment in high school.....	60
Total enrollment in grades and high school.....	239
Number of girls graduated last year (1903).....	7
Number of boys graduated last year (1903).	5
Number in this class that went to college.....	1
Number of graduates since school was organized.....	140
Number of these who have attended college.....	21

HARTFORD CITY HIGH SCHOOL.

C. H. Drybread, Superintendent.

Organized, 1880. Commissioned, 1897.

Principals and assistants:

W. P. Modlin, principal High School.

May C. Reynolds, supervisor of Music and Drawing.

High school teachers and subjects they teach:

W. P. Modlin, English.

Jennie E. Hoover, Latin.

Wm. Reed, Mathematics.

Maris Proffitt, History and Civics.

James Simonton, Science.

Average yearly salary of high school teachers, including superintendent, \$905.

Training of teachers:

W. P. Modlin, graduate of State Normal; undergraduate State University, one year.

Wm. Reed, undergraduate Hillsdale, three years.

Jennie E. Hoover, undergraduate Chicago University, one year.

Maris Proffitt, undergraduate Franklin College, three years.

James Simonton, graduate Indiana University.

Enrollment in high school.....	70
Total enrollment in grades and high school.....	1,430
Number of girls graduated last year (1903).....	9
Number of boys graduated last year (1903).....	4
Number in this class that went to college.....	6
Number of graduates since school was organized..	141



HAGERSTOWN HIGH SCHOOL.

HOBART HIGH SCHOOL.

W. R. Curtis, Superintendent.

Organized, 1888. Commissioned, 1898.

Superintendents, with dates of service:

A. J. Smith.....	1888-1892
P. S. Gristy.....	1892-1895
A. R. Hardesty.....	1895-1901
W. R. Curtis.....	1901-1934

Principals and assistants:

G. H. Thompson, principal.

H. Alena Wolfe.

High school teachers and subjects they teach:

G. H. Thompson, English History, Stenography, Botany.

H. Alena Wolfe, Algebra, Latin, Physical Geography, German.

W. R. Curtis, Algebra, Physics, Chemistry, Bookkeeping.

Average yearly salary of high school teachers, including superintendent,
\$886.60.

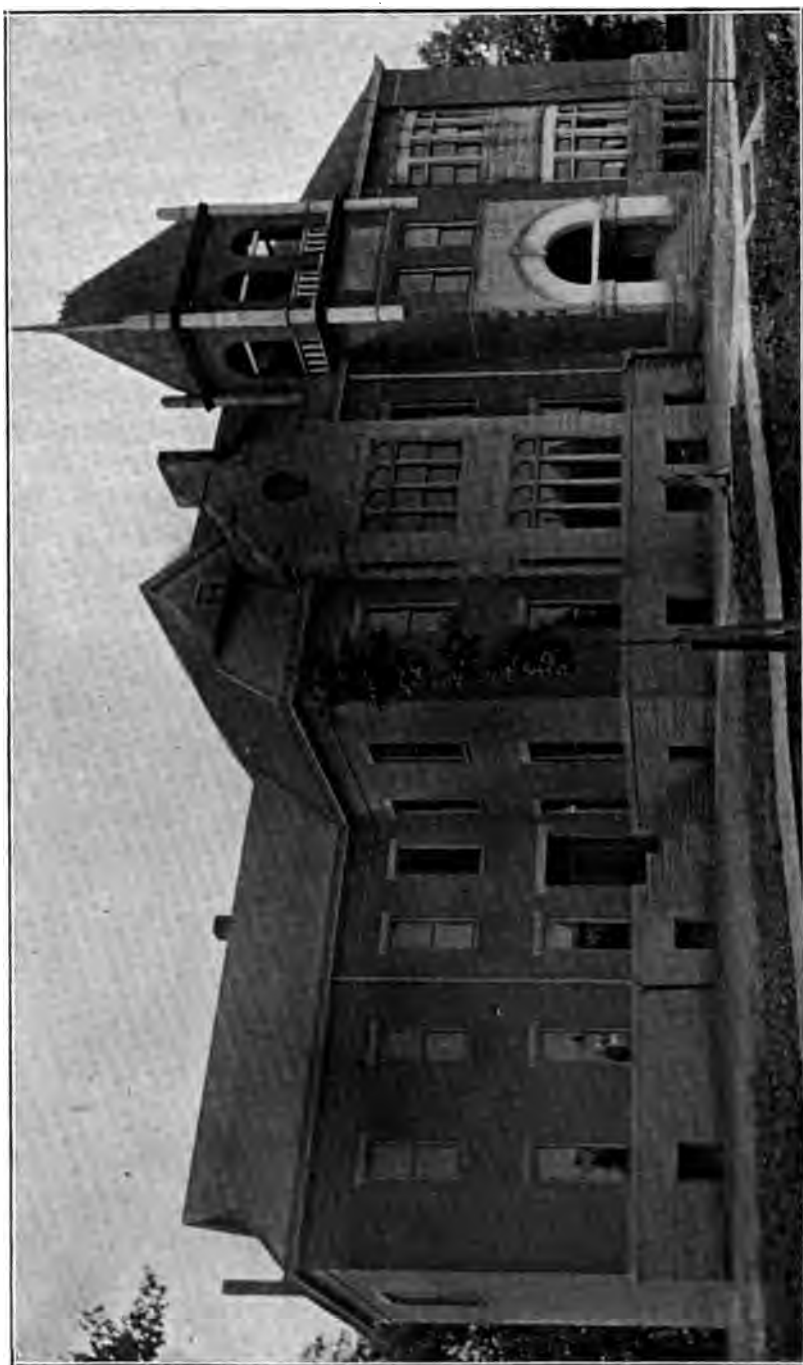
Training of teachers:

G. H. Thompson, undergraduate Valparaiso College; eight terms in
institution.

H. Alena Wolfe, A.B., Olivet College.

W. R. Curtis, S.B., Valparaiso College; one year Chicago University.

Enrollment in high school.....	76
Total enrollment in grades and high school.....	324
Number of girls graduated last year (1903).....	2
Number of boys graduated last year (1903).....	0
Number in this class that went to college.....	0
Number of graduates since school was organized.....	62
Number of these who have attended college.....	5



HOBART HIGH SCHOOL.

HAMMOND HIGH SCHOOL.

W. H. Hershman, Superintendent.

Organized, 1887. Commissioned, 1898.

Superintendents, with dates of service:

W. C. Belman.....	1883-1900
W. H. Hershman.....	1900-1904

Principals and assistants:

W. A. Hill, principal High School, Science and Bookkeeping.

High school teachers and subjects they teach:

Annie Bassett, Mathematics.

Della Gandy, Latin.

Eva Page, German.

Guy C. Cantrell, Literature, English.

Minnie Haines, History.

Flora Merryweather, Stenography.

Agnes Benson, Music.

Average yearly salary of high school teachers, including superintendent,
\$824.

Training of teachers:

W. H. Hershman, superintendent, B.A., Indiana University.

W. A. Hill, B.S., Chicago University.

Annie Bassett, undergraduate.

Miss Della Gandy, Ph.M., Chicago University.

Eva Page, Ph.M., Chicago University.

Minnie Haines, Ph.B., Northwestern University.

Guy Cantwell, A.B., Indiana University.

Agnes Benson, Tomlin's School of Music, Chicago Normal School.

Flora Merryweather, undergraduate.

Enrollment in high school.....	120
Total enrollment in grades and high school.....	2,085
Number of girls graduated last year (1903).....	9
Number of boys graduated last year (1903).....	3
Number in this class that went to college.....	6
Number of graduates since school was organized.....	160
Number of these who have attended college.....	60



HAMMOND HIGH SCHOOL.

HUNTINGBURG HIGH SCHOOL.

F. B. Kepner, Superintendent.

Organized, 1885. Commissioned, 1887.

Superintendents, with dates of service:

C. E. Clark.....	1872-1885
Milton Hersberger	1885-1886
F. S. Morgenthaler.....	1886-1892
J. T. Worsham.....	1892-1900
F. D. Churchill.....	1900-1901
F. B. Kepner.....	1901-1904

Principals and assistants:

Willa McMahan, principal.
 Edw. Eberhardt, first assistant.
 I. A. Benton, second assistant.

High school teachers and subjects they teach:

Willa McMahan, English, Latin, Geometry.
 Edw. Eberhardt, German.
 I. A. Benton, Physics, Botany.
 F. B. Kepner, Algebra, English.

Average yearly salary of high school teachers, including superintendent,
 \$655.

Training of teachers:

F. B. Kepner, A.B., Indiana University.
 Willa McMahan, A.B., Indiana University.
 Edw. Eberhardt, A. B., Wesleyan University.
 I. A. Benton.

Enrollment in high school.....	52
Total enrollment in grades and high school.....	530
Number of girls graduated last year (1903).....	4
Number of boys graduated last year (1903).....	4
Number in this class that went to college.....	2
Number of graduates since school was organized.....	96
Number of these who have attended college.....	40



HUNTINGBURG HIGH SCHOOL.

HUNTINGBURG HIGH SCHOOL.

F. B. Kepner, Superintendent.

Organized, 1885. Commissioned, 1887.

Superintendents, with dates of service:

C. E. Clark.....	1872-1885
Milton Hersberger	1885-1886
F. S. Morgenthaler.....	1886-1892
J. T. Worsham.....	1892-1900
F. D. Churchill.....	1900-1901
F. B. Kepner.....	1901-1904

Principals and assistants:

Willa McMahan, principal.
 Edw. Eberhardt, first assistant.
 I. A. Benton, second assistant.

High school teachers and subjects they teach:

Willa McMahan, English, Latin, Geometry.
 Edw. Eberhardt, German.
 I. A. Benton, Physics, Botany.
 F. B. Kepner, Algebra, English.

Average yearly salary of high school teachers, including superintendent, \$655.

Training of teachers:

F. B. Kepner, A.B., Indiana University.
 Willa McMahan, A.B., Indiana University.
 Edw. Eberhardt, A. B., Wesleyan University.
 I. A. Benton.

Enrollment in high school.....	52
Total enrollment in grades and high school.....	530
Number of girls graduated last year (1903).....	4
Number of boys graduated last year (1903).....	4
Number in this class that went to college.....	2
Number of graduates since school was organized.....	96
Number of these who have attended college.....	40



HUNTINGBURG HIGH SCHOOL.

HUNTINGTON HIGH SCHOOL.

W. P. Hart, Superintendent.

Organized, 1873. Commissioned, 1890.

Superintendents, with dates of service:

James Baldwin	1873-1883
Morgan Caroway	1883-1884
John Caldwell	1884-1887
Robert I. Hamilton.....	1887-1903
W. P. Hart.....	1903-1904

Principals and assistants:

P. C. Emmons, principal, German.

W. I. Early, assistant principal, Mathematics and Science.

High school teachers and subjects they teach:

Evangeline E. Lewis, Mathematics.

Fredrica R. Tucker, English.

Frances E. Hutsell, History.

Mary E. Hartman, Latin.

S. J. Stauffacher, Commerce.

L. C. Ward, Science.

R. S. Crawford, English.

Mary B. Cox, History.

Evelyn K. DeCew, Drawing.

Vivian I. Stoddard, Music.

Average yearly salary of high school teachers, including superintendent,
\$936.36.

Training of teachers:

P. C. Emmons, B.S., A.B., Central Normal College; A.B., Indiana University; one-third of year graduate work Indiana University.

W. I. Early, A.B., Indiana University; some graduate work at Indiana University.

Evangeline E. Lewis, A.B., Indiana University.

Fredrica R. Tucker, A.B., DePauw University.

Mary E. Hartman, A.B., Indiana University; some graduate work at University of Chicago.

Robert S. Crawford, B.L., University of Wisconsin; some graduate work at University of Wisconsin.

Samuel J. Stauffacher, Ph.B., Northwestern College; graduate of Northwestern Business College.

Louis C. Ward, A.B., Indiana University; one-third year of graduate work at Indiana University.

Mary B. Cox, Indiana State Normal; University of Michigan.

Frances E. Hutsell, Indiana State Normal; Butler College; University of Chicago.

Evelyn K. DeCew, Michigan State Normal; graduate of Detroit Conservatory of Music, Public School Department, in both Music and Drawing.

Vivian I. Stoddard, graduate of Thomas Normal Training; special training in Detroit Conservatory of Music.

Enrollment in high school.....	244
Total enrollment in grades and high school.....	1,748
Number of girls graduated last year (1903).....	14
Number of boys graduated last year (1903).....	6
Number in this class that went to college.....	5
Number of graduates since school was organized.....	360
Number of these who have attended college.....	115



HUNTINGTON HIGH SCHOOL.

INDIANAPOLIS MANUAL TRAINING HIGH SCHOOL.

C. E. Emmerich, Principal.

Organized, February, 1895. Commissioned, 1895.

Principal:

Chas. E. Emmerich.

High school teachers and subjects they teach:

George A. Abbott, Chemistry.

Fiske Allen, Mathematics.

Harvey M. Appleman, Woodwork.

William H. Ballard, Woodwork.

Arthur J. Bean, Woodwork.

Emma S. Bopp, German.

Nellie M. Bowser, Latin.

Frank F. Bronson, Mechanical Drawing.

John R. Carr, History.

Maria Leonard, Mathematics.

Paul W. Covert, Machine Fitting.

Margaret Donnan, English.

Violet A. Demree, English.

Mary A. Davies, Sewing.

Margaretta DeBruler, English.

Cora Emrich, English.

Willard F. Enteman, Mathematics.

Beatrice S. Foy, English.

Anna J. Griffith, English.

Frank O. Hester, Mathematics.

Robert Hall, Latin and Greek.

Elizabeth C. Hench, English.

Julia C. Hobbs, Latin.

Leirion H. Johnson, Mechanical Drawing.

Emma E. Klanke, Mechanical Drawing.

Josephine M. Loomis, Cooking.

Mary R. Langsdale, English.

Anna M. Locke, English.

Hamilton B. Moore, English.

Mary McEvoy, Stenography.

Kemper McComb, English.

Emily McCullough, Sewing.

Frank K. Mueller, Mechanical Drawing.

Josephine Brooks, French.

Robert Promberger, Foundry.

Harriet C. Rhetts, History.

Harriet E. Robinson, Mathematics.

Laura Rupp, German.

Otto Stark, Free Drawing.

Helene G. Sturm, German.

Milo H. Stuart, Botany.

Benjamin F. Swarthout, Bookkeeping.

William J. Thissele, Bookkeeping.

Kate A. Thompson, English.
 Chambers H. Underwood, Physics.
 Mabel West, Free Drawing.
 Kate Wentz, Mathematics.
 James Yule, Forging.
 Ida M. Andrus, Mathematics.
 Edith M. Compton, Sewing.
 Warren H. Davis, Woodwork.
 Francis M. Bacon, History.
 Hermann S. Chamberlain, Physics.

Average yearly salary of high school teachers, without superintendent or assistants, \$955.

Training of teachers:

Charles E. Emmerich, Coblenz and Cologne, Prussia; A.M., DePauw.
 Geo. A. Abbott, A.B., A.M., DePauw University.
 Fiske Allen, A.B., Indiana University; Indiana State Normal.
 Ida M. Andrus, A.B., Michigan University.
 Harvey M. Appleman, Indiana Normal; Tri-State Normal, one year; Purdue, one year.
 Francis M. Bacon, A.B., University of Michigan.
 William H. Ballard.
 Arthur J. Bean, S.B., Worcester Polytechnic Institute, one year; graduate work, same school.
 Emma S. Bopp, Indianapolis Normal, one year; Kindergarten Normal, one year.
 Nellie M. Bowser, A.B., A.M., Indiana University.
 Frank F. Bronson, S.B., Purdue.
 Josephine Brooks
 John R. Carr, A.B., Butler; Ph.B., Chicago.
 Edith M. Compton.
 Hermann S. Chamberlain, A.B., Allegheny College; Case School, one year.
 Paul W. Covert, S.B., M.E., Purdue University.
 Margaret Donnan, A.B., Chicago University.
 Violet A. Demree, Oberlin, one and one-half years; Mt. Holyoke, one and one-half years.
 Mary E. Davies, Stockwell College Institute, two years.
 Warren H. Davis, S.B., Worcester Polytechnic Institute.
 Margaretta DeBruler, A.B., Rockport College Institute; A.M., Indiana University.
 Cora Emrich, A.B., Butler; Ph.B., Chicago; two years graduate work, Chicago.
 Willard F. Enteman, Borden Institute; Indiana University, two and one-half years.
 Beatrice S. Foy, Indianapolis Normal, one year.
 Anna J. Griffith, Chicago University, four terms; Indiana University, one term.
 Frank O. Hester, A.B., DePauw; graduate work, University of Chicago.
 Robert Hall, A.B., Butler College; A.M., Harvard, two years.

Elizabeth C. Hensch, Ph.B., Michigan University; Cambridge, Eng-
land, one year; Bryn Mawr, two years.

Julia C. Hobbs, A.B., Chicago University.

Leirlon H. Johnson, Ph.B., University of Vermont; Cooper Union;
Pratt Institute.

Emma E. Klanke, Pratt Institute.

Maria Leonard, Butler, two and one-half years.

Josephine M. Loomis, Pratt Institute.

Mary R. Langsdale, A.B., DePauw; Michigan, one year.

Anna M. Locke, A.B., A.M., Columbia College.

Hamilton B. Moore, Ph.B., Cornell; A.M., Indiana University.

Mary McEvoy.

Kemper McComb, A.B., A.M., Hanover College.

Emily McCullough, Pratt Institute.

Frank K. Mueller, S.B., Purdue University.

Robert Promberger, Pratt Institute; Cincinnati University, one year.

Harriet C. Rhetts, A.B., A.M., Indiana University; Indiana Normal;
Harvard, one term.

Harriet E. Robinson, Ph.B., Hiram College.

Laura Rupp, A.B., Butler College; Indiana University and Chicago
one year.

Otto Stark, Academy of Arts, Paris and Munich.

Helene G. Sturm.

Milo H. Stuart, A.B., Indiana University; Chicago, one year.

Benjamin F. Swarthout, Normal School, Mitchell, Ind.

William J. Thissele, Lebanon Normal; Buchtel College, one-half year.

Kate A. Thompson, University of Chicago, one year.

Chambers H. Underwood, B.S., Buchtel; one year post-graduate.

Mabel West, Pratt Institute.

Kate Wentz, B.S., Purdue; M.S., Cornell.

James Yule.

Enrollment in high school, 1,575 in 1903; in 1904 about.....1,750

Number of girls graduated last year (1903)..... 54

Number of boys graduated last year (1903)..... 48

Number in this class that went to college, probably..... 15

The colleges to which these went, with number of each:

Purdue.

Indiana.

Michigan.

Wellesley.

DePauw.

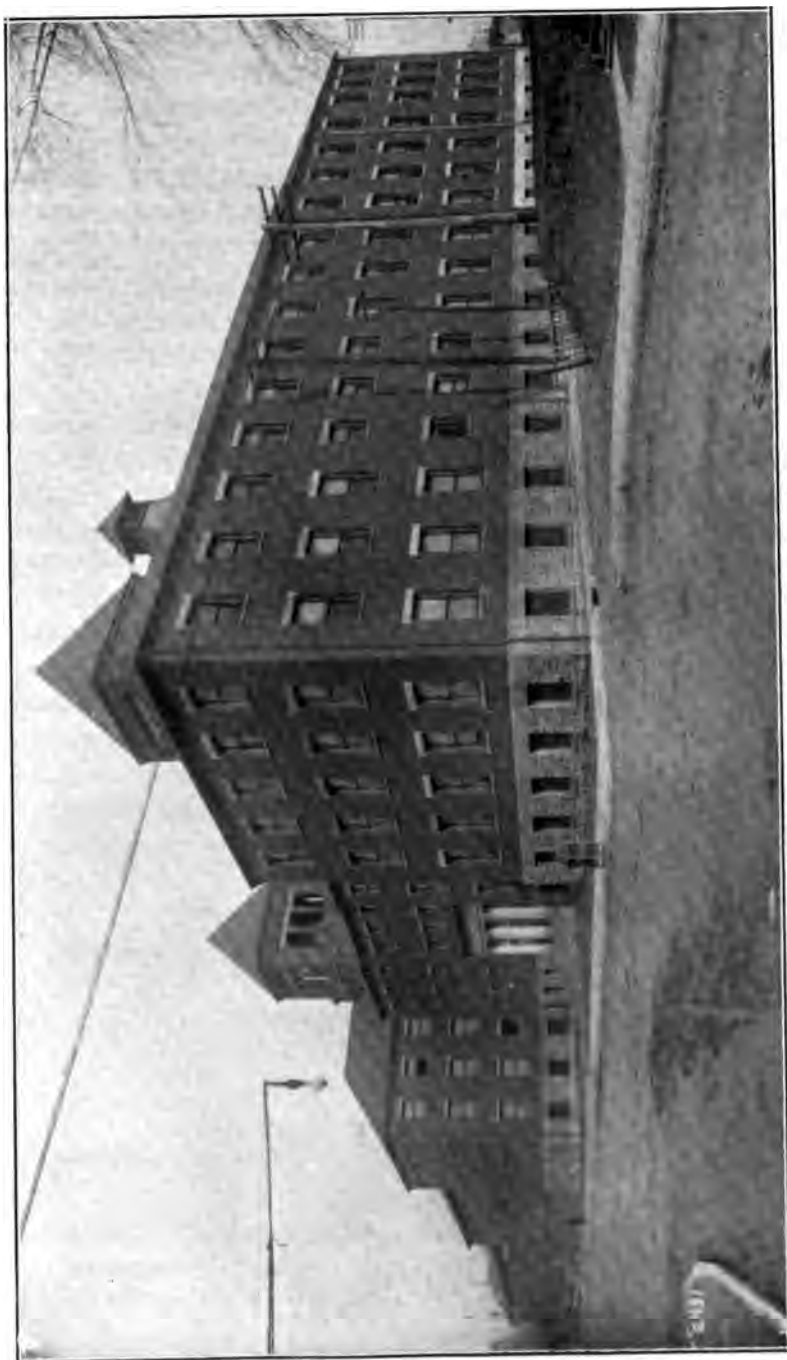
Butler.

Numbers not known.

Number of graduates since school was organized..... 750

Number of these who have attended college..... 185

Number of these who have attended college, approximately..... 25%



MANUAL TRAINING HIGH SCHOOL, INDIANAPOLIS.

INDIANAPOLIS SHORTRIDGE HIGH SCHOOL.

Geo. W. Benton, Superintendent.

Organized, 1853.

Superintendents, with dates of service:

A. C. Shortridge.....	1871-1874
Geo. P. Brown.....	1874-1878
H. S. Tarbell.....	1878-1884
L. H. Jones.....	1884-1894
David H. Goss.....	1894-1900
Calvin N. Kendall.....	1900-1904

Principals and assistants:

Wm. A. Bell.....	1864-1865
Pleasant Bond.....	1865-1865
W. I. Squire.....	1865-1866
Wm. A. Bell.....	1866-1871
Geo. P. Brown.....	1872-1874
Junius B. Roberts.....	1874-1881
Willard W. Grant.....	1881-1892
Geo. W. Hufford.....	1892-1902
Lawrence C. Hull.....	1902-1903
Geo. W. Benton.....	1903-1904

High school teachers and subjects they teach:

Chas. S. Thomas, English.
Angeline P. Carey, English.
Charity Dye, English.
Martha Dorsey, English.
Florence Richards, English.
Flora Love, English.
Georgina Montgomery, English.
Zella O'Hair, English.
Lucia Ray, English.
Marian Schibbsby, English.
Janet P. Shaw, English.
Josephine Brooks, French.
Eugene Mueller, German.
Peter Scherer, German.
Virginia E. Claybaugh, Latin.
Archer Ferguson, Latin.
Ella G. Marthens.
Grace Triplett, Latin.
John E. Higdon, Mathematics.
James F. Millis, Mathematics.
Amelia W. Platter, Mathematics.
Agnes R. Rankin, Mathematics.
Grace Clifford, Mathematics.
John C. Trent, Mathematics.
Ralph Lane, Mathematics
Walter D. Baker, Physics I.
Lynn B. McMullen, Physics II.

Rosseau McClellan, Botany I-II.
 Frank B. Wade, Chemistry I.
 Arthur W. Dunn, History.
 Josephine Cox, History.
 Laura Donnan, Civil Government.
 Edgar T. Forsyth, History.
 Junius B. Roberts, History.
 Arthur H. Holmes, Bookkeeping II.
 Nellie I. Hamlin, Stenography.
 Rhoda E. Selleck, Drawing.
 Martha Feller, Drawing.

Average yearly salary of high school teachers, including superintendent, \$1,100.



SHORTRIDGE HIGH SCHOOL, INDIANAPOLIS.

Training of teachers:

With very few exceptions college graduates, and many of them with graduate work to their credit.

Enrollment in high school.....	1,263
Total enrollment in grades and high school.....	
Number of girls graduated last year (1903).....	100
Number of boys graduated last year (1903).....	35
Number of this class that went to college.....	50
Number of graduates since school was organized.....	2,000
Number of these who have attended college.....	600

JASPER HIGH SCHOOL.

Bertram Sanders, Superintendent.

Organized, 1892. Commissioned, 1897.

Superintendents, with dates of service:

E. F. Sutherland.....1897-1902

Bertram Sanders.....1902-1904

Principals and assistants:

P. T. Clark, principal and assistant.....1897-1900

Maggie A. Wilson, principal and assistant.....1900-1904

High school teachers and subjects they teach:

Bertram Sanders, Algebra, Geometry, Physics and Latin.

Maggie A. Wilson, History, English and Botany.

Average yearly salary of high school teachers, including superintendent,
\$620

Enrollment in high school..... 17

Total enrollment in grades and high school..... 120

Number of girls graduated last year (1903).....None

Number of boys graduated last year (1903)..... 6

Number in this class that went to college..... 5

Number of graduates since school was organized..... 23

Number of these who have attended college..... 14

JEFFERSONVILLE HIGH SCHOOL.

C. M. Marble, Superintendent.

Organized, 1868. Commissioned, 1881.

Superintendents, with dates of service:

Mr. Smith..... ———

E. S. Hopkins..... -1881

D. S. Kelley.....1881-1885

R. W. Woods.....1885-1889

P. P. Stultz.....1889-1897

D. S. Kelley.....1897-1899

A. C. Goodwin.....1899-1904

C. M. Marble.....February 1904-

Principals and assistants:

F. E. Anderson, C. M. Marble, Miss F. Simpson, E. S. Hopkins, Mr
Butler, Miss J. Ingram, Mr. Armstrong.

High school teachers and subjects they teach:

F. E. Andrews, principal, Mathematics.

Miss Clara Funk, English.

Miss Ada W. Frank, Latin.

Miss Mary K. Voigt, History.

Mr. Lewis Richards, Science.

George Nashtoll, German.

A. A. Voigt, Music.

Average yearly salary of high school teachers, including superintendent, \$850.

Training of teachers:

C. M. Marble, superintendent, Ph. B., from Chicago University; three years N. W. University, Ohio.

H. E. Andrews, collegiate education, one year at State Normal.

Clara Funk, two years normal training.

Ada W. Frank, collegiate education.

Mary K. Voigt, normal training and did some work in the State University.

George Nashtall, educated in Germany.

A. A. Volt, no special training.

Lewis Richards, collegiate education.

Enrollment in high school.....	215
Total enrollment in grades and high school.....	2,000
Number of girls graduated last year (1903).....	20
Number of boys graduated last year (1903).....	9
Number in this class that went to college.....	8
Number of graduates since school was organized.....	No data
Number of these who have attended college.....	50

JONESBORO HIGH SCHOOL.

A. E. Highley, Superintendent.

Organized, —. Commissioned, about 1893.

Superintendents, with dates of service:

Friedline Gilchrist.....	-1898
R. W. Himelick.....	1898-1902
J. H. Adams.....	1902-1903
A. E. Highley.....	1903-1904

Principals and assistants:

Dewitt Carter.....	
A. E. Highley.....	1901-1903

High school teachers and what they teach:

Della S. Wintrobe, Latin and German.
Mrs. C. A. Gregory, English.
Mr. C. A. Gregory, Science.
E. O. Maple, History and Arithmetic.
A. E. Highley, Mathematics.

Average yearly salary of high school teachers, including superintendent, \$480.

Training of teachers:

C. A. Gregory, B. S., Marion Normal.
Miss Della S. Wintrobe, from DePauw.
E. O. Maple, B. S., Marion Normal.
A. E. Highley, B. S., Marion Normal; three years State Normal.

Enrollment in high school.....	56
Total enrollment in grades and high school.....	430
Number of girls graduated last year (1903).....	4
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	None
Number of graduates since school was organized.....	60
Number of these who have attended college.....	12



JONESBORO HIGH SCHOOL.

KENTLAND HIGH SCHOOL.

C. L. Stubbs, Superintendent.

Organized, 1870. Commissioned, 1898.

Superintendents, with dates of service:

E. H. Drake.....	1896-1903
Minnie B. Ellis.....	1901-1903
F. A. Harrington.....	1903-1904
C. L. Stubbs.....	1904-

Principals and assistants:

Minnie B. Ellis, J. C. Collier, F. A. Harrington, George Larson.

High school teachers and subjects they teach:

C. L. Stubbs, English, Economy, Civics and Latin.

George Larson, Science, Mathematics and History.

Maude Myers, assistant in Latin and Algebra.

Average yearly salary of high school teachers, including superintendent,
\$792.

Training of teachers:

C. L. Stubbs, B. L., graduate of Earlham.

George Larson, graduate Normal, Illinois.

Maude Myers, graduate Kentland High School.

Anna B. Thompson, graduate of Purdue, special teacher in drawing.

Enrollment in high school.....	33
Total enrollment in grades and high school.....	180
Number of girls graduated last year (1903).....	7
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	1
Number of graduates since school was organized.....	168
Number of these who have attended college.....	30



KENTLAND HIGH SCHOOL.

KIRKLIN HIGH SCHOOL.

F. B. Long, Superintendent.

Organized, 1890. Commissioned, 1900.

Superintendents, with dates of service:

S. P. Kyger.....	1890-1892
A. L. Hiatt.....	1892-1896
J. W. Lyety.....	1896-1900
F. B. Long.....	1900-1904

Principals:

Kate M. Smiley, Esther Fay Shover, Mabel Whitenack.

High school teachers and subjects they teach:

F. B. Long, Latin, Mathematics and Physics.

Mabel Whitenack, English, History and Botany.

Average yearly salary of high school teachers, including superintendent.
\$625.

Training of teachers:

Kate Smiley, primary, 2 years at Franklin College, 8 years teacher.

A. L. Hiatt, 1 year West Point.

M. D. Boulden, Angola.

Enrollment in high school.....	37
Total enrollment in grades and high school.....	192
Number of girls graduated last year (1903).....	1
Number of boys graduated last year (1903).....	3
Number in this class that went to college.....	3
Number of graduates since school was commissioned.....	11
Number of these who have attended college.....	6

KNIGHTSTOWN HIGH SCHOOL.

W. D. Kerlin, Superintendent.

Organized, —. Commissioned, —.

Superintendents, with dates of service:

Charles E. Hewitt.....	-1893
D. A. Ellabarger.....	1893-1895
W. B. Van Gorder.....	1895-1899
H. H. Cooper.....	1899-1900
W. D. Kerlin.....	1900-1904

Principals and assistants:

B. F. Franklin.....1900-1901

Dora Free.....1901-1904

High school teachers and subjects they teach:

Dora Free, English.

W. S. Peters, Latin and History.

P. H. Wolfard, Mathematics and Science.

Average yearly salary of high school teachers, including superintendent.
\$787.

Training of teachers:

W. D. Kerlin, Indiana State Normal and Chicago University.

Dora Free, Indiana State Normal, Indiana University and Chicago University.

W. S. Peters, DePauw; Chicago University.

P. H. Wolfard, Taylor University.

Enrollment in high school.....	117
Total enrollment in grades and high school.....	450
Number of girls graduated last year (1903).....	11
Number of boys graduated last year (1903).....	4
Number in this class that went to college.....	9
Number of graduates since school was organized.....	No data
Number of these who have attended college.....	No data



KNOX HIGH SCHOOL.

KNOX HIGH SCHOOL.

C. W. Egner, Superintendent.

Organized, 1894. Commissioned, 1901.

Superintendents, with dates of service:

A. J. Whiteleather	1894-1897
A. H. Sherer	1897-1898
J. Walter Dunn	1898-1903
C. W. Egnew.....	1903-1904

Principals and assistants:

Annabelle Sherer	1897-1898
J. H. Brickles	1898-1899
Sophie H. Luzadder.....	1899-1902
Harriet M. Silliman.....	1903-1904

High school teachers and subjects they teach:

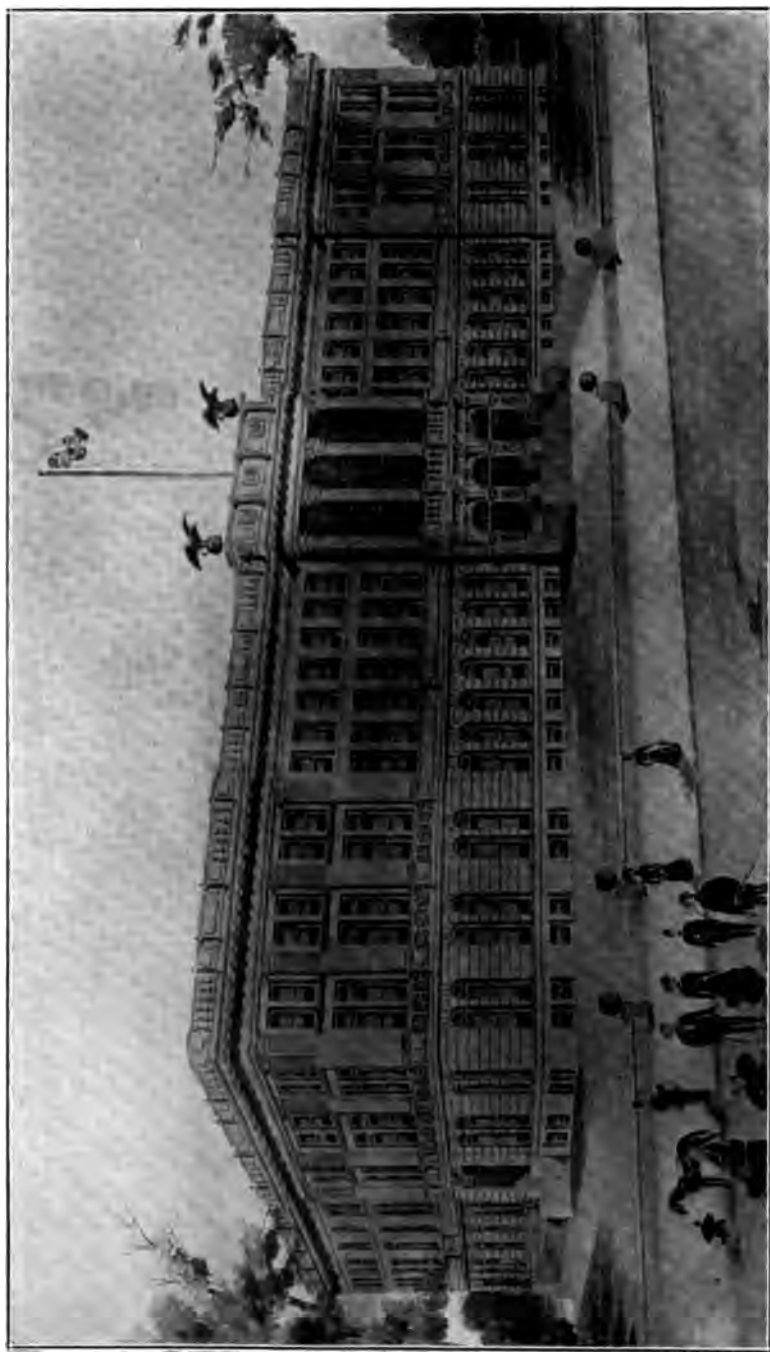
Sophie H. Luzadder, English, History, Latin, Physical Geography.	
Harriet M. Silliman, English, History, Latin, Physical Geography.	
Elmer Gordon, Algebra, Physical Geography, English and Latin, first year.	

Average yearly salary of high school teachers, including superintendent,
\$600

Training of teachers:

C. W. Egner, superintendent, undergraduate, senior standing, Indi- ana University.	
Harriet M. Silliman, graduate Oberlin University.	
Elmer Gordon, B. S., Rochester Normal University.	

Enrollment in high school.....	57
Total enrollment in grades and high school.....	415
Number of girls graduated last year (1903).....	3
Number of boys graduated last year (1903).....	1
Number in this class that went to college.....	1
Number of graduates since the school was organized.....	21
Number of these who have attended college.....	9



PUBLIC HIGH AND MANUAL TRAINING SCHOOL, FORT WAYNE.

KOKOMO HIGH SCHOOL.**R. A. Ogg, Superintendent.****Organized, 1872. Commissioned, 1886.****Superintendents, with dates of service:**

Sheridan Cox.....	1872-1893
Horace G. Wood.....	1893-1898
Robert A. Ogg.....	1898-1904

Principals and assistants:

A. J. Youngblood, Mrs. Bessie G. Cox, C. M. Harrison, W. H. McClain, H. G. Wood, E. B. Bryan, J. Z. A. McCaughan.

High school teachers and subjects they teach:

India L. Martz, Latin.
 Anna B. Collins, English.
 Anna B. Ward, Mathematics.
 Ethel Pyke, English.
 Howard Armstrong, English.
 L. L. Beeman, History.
 Katharine Hughes, German.
 G. E. Mitchell, Science.
 P. L. Foucht, History.
 L. G. Goetz, Physics.

Average yearly salary of high school teachers, including superintendent, \$744.

Training of teachers:

R. A. Ogg, A. M., Indiana University, four years.
 J. Z. A. McCaughan, A. B., Indiana University, 4½ years.
 India L. Martz, A. B., Butler College, three years.
 Anna B. Collins, A. B., Indiana University, two years.
 Anna B. Ward, Indiana University, 2½ years.
 Ethel Pyke, A. B., Ohio Wesleyan, three years.
 Howard Armstrong, Butler College, 3½ years.
 L. L. Beeman, A. B., Indiana University, four years.
 Katherine Hughes, A. B., Hanover College, four years.
 George E. Mitchell, A. B., Indiana University, four years.
 P. L. Foucht, A. B., Chicago University, four years.
 L. G. Goetz, Wabash College, 1½ years.

Enrollment in high school.....	324
Total enrollment in grades and high school.....	2,507
Number of girls graduated last year (1903).....	13
Number of boys graduated last year (1903).....	5
Number in this class that went to college.....	None
Number of graduates since school was organized.....	477
Number of these who have attended college.....	Not known



KOKOMO HIGH SCHOOL.



LADOGA HIGH SCHOOL.

KOKOMO HIGH SCHOOL.

R. A. Ogg, Superintendent.

Organized, 1872. Commissioned, 1886.

Superintendents, with dates of service:

Sheridan Cox.....	1872-1893
Horace G. Wood.....	1893-1898
Robert A. Ogg.....	1898-1904

Principals and assistants:

A. J. Youngblood, Mrs. Bessie G. Cox, C. M. Harrison, W. H. McClain, H. G. Wood, E. B. Bryan, J. Z. A. McCaughan.

High school teachers and subjects they teach:

India L. Martz, Latin.
 Anna B. Collins, English.
 Anna B. Ward, Mathematics.
 Ethel Pyke, English.
 Howard Armstrong, English.
 L. L. Beeman, History.
 Katharine Hughes, German.
 G. E. Mitchell, Science.
 P. L. Foucht, History.
 L. G. Goetz, Physics.

Average yearly salary of high school teachers, including superintendent,
 \$744.

Training of teachers:

R. A. Ogg, A. M., Indiana University, four years.
 J. Z. A. McCaughan, A. B., Indiana University, 4½ years.
 India L. Martz, A. B., Butler College, three years.
 Anna B. Collins, A. B., Indiana University, two years.
 Anna B. Ward, Indiana University, 2½ years.
 Ethel Pyke, A. B., Ohio Wesleyan, three years.
 Howard Armstrong, Butler College, 3½ years.
 L. L. Beeman, A. B., Indiana University, four years.
 Katherine Hughes, A. B., Hanover College, four years.
 George E. Mitchell, A. B., Indiana University, four years.
 P. L. Foucht, A. B., Chicago University, four years.
 L. G. Goetz, Wabash College, 1½ years.

Enrollment in high school.....	324
Total enrollment in grades and high school.....	2,507
Number of girls graduated last year (1903).....	13
Number of boys graduated last year (1903).....	5
Number in this class that went to college.....	None
Number of graduates since school was organized.....	477
Number of these who have attended college.....	Not known



KOKOMO HIGH SCHOOL.



LADOGA HIGH SCHOOL.

LADOGA HIGH SCHOOL.

J. F. Warfel, Superintendent.

Organized, 1892. Commissioned, 1898.

Superintendents, with dates of service:

J. F. Warfel.....1885-1903

Principals and assistants:

Mrs. E. G. Wilson, principal.

J. H. Ewbank, assistant.

High school teachers and subjects they teach:

J. F. Warfel, Latin and Science.

Mrs. E. G. Wilson, History and English.

J. H. Ewbank, Mathematics.

Miss Elsie Marshall, Music.

Average yearly salary of high school teachers, including superintendent,
\$700.

Training of teachers:

J. F. Warfel, A. B., Central Indiana Normal; teacher's, scientific and
classical course.Mrs. E. G. Wilson, A. B., National Normal; scientific and classical
course.

J. H. Ewbank, graduate Indiana State Normal.

Enrollment in high school..... 82

Total enrollment in grades and high school..... 268

Number of girls graduated last year (1903)..... 7

Number of boys graduated last year (1903)..... 5

Number in this class that went to college..... 7

Number of graduates since school was organized..... 168

Number of these who have attended college..... 38

LAFAYETTE HIGH SCHOOL.

R. F. Hight, Superintendent.

Organized, 1864. Commissioned, —.

Superintendents, with dates of service:

Benjamin Naylor.....1854-1855

A. J. Vawter.....1855-1863

J. W. Mollere.....1863-1867

J. T. Merrill.....1867-1890

Edward Ayres.....1890-1902

Russell K. Bedgood.....1902-1904

R. F. Hight.....1904-

Principals and assistants:

R. F. Hight.

Julius B. Meyer, elected for 1904-1905,

High school teachers and subjects they teach:

Alice E. Brown, Latin.
 Helen Hand, Latin and German.
 Selma Mayerstein, German.
 Helen R. Blackburn, English.
 Marie Stuart, English.
 Julius B. Meyer, Mathematics.
 Hugh H. Barcus, Mathematics.
 Ernest Roller, Physics and Chemistry.
 R. F. Hight, Biology.
 Lydia C. Marks, History.
 J. H. Bachtenkircher, Bookkeeping.
 Rena Rice, Music.
 Zoelah Burroughs, Drawing.

Average yearly salary of high school teachers, including superintendent.
 \$1,012.50.

Training of teachers:

Russell K. Bedgood, DePauw University.
 R. F. Hight, Indiana University.
 Alice E. Brown.
 J. H. Bachtenkircher.
 Mrs. Helen R. Blackburn.
 Helen Hand.
 Selma Mayerstein.
 Julius B. Meyer, Purdue University.
 Marie Stuart, Smith College.
 Lydia C. Marks, Purdue University.
 Hugh Barcus, Purdue University.
 Ernest Roller, DePauw University.

Enrollment in high school.....	341
Total enrollment in grades and high school.....	3,393
Number of girls graduated last year (1933).....	22
Number of boys graduated last year (1933).....	8
Number in this class that went to college.....	13

LAGRANGE HIGH SCHOOL.

W. H. Brandenburg, Superintendent.

Organized, 1874. Commissioned, 1883.

Superintendents, with dates of service:

A. D. Mohler	1874-1883
B. J. Bogue	1883-1887
A. J. Johnson	1887-1890
F. N. Dewey	1890-1892
Mr. McCartney	1892-1893
C. M. Leib	1893-1895
C. H. Taylor	1895-1897
F. M. Merica	1897-1900
V. W. B. Hedgepeith	1900-1901
W. H. Brandenburg	1901-1904

Principal:

Miss Etta H. De Lay.

High school teachers and subjects they teach:

Etta H. De Lay, Mathematics.

Emma Welch, Latin.

G. W. Reed, Science and History.

Edith L. Fox, English and German.

Average yearly salary of high school teachers, including superintendent, \$700.

Training of teachers:

Etta De Lay, work in Mathematics at Indiana University.

G. W. Reed, special work in Botany and Physics at Indiana University.

Miss Welch, special work in Latin, University of Chicago.

Enrollment in high school.....	140
Enrollment in grades and high school.....	418
Number of girls graduated last year (1903).....	19
Number of boys graduated last year (1903).....	19
Number in this class that went to college.....	9
Number of graduates since school was organized.....	340
Number of these who have attended college.....	108

LAPEL HIGH SCHOOL.

W. W. Mershon, Superintendent.

Organized, 1894. Commissioned, 1903.

Superintendents, with dates of service:

Absalom Knight.....	1894-1897
J. W. Teter.....	1897-1899
Clarence Basset.....	1899-1900
Edwin L. Holton.....	1900-1903
W. W. Mershon.....	1903-1904

Principals and assistants:

R. A. Hoover.....	1898-1904
H. G. Baird.....	1903-1904

High school teachers and subjects they teach:

W. W. Mershon, History and Science.

R. A. Hoover, Latin and Mathematics.

H. G. Baird, English.

Average yearly salary of high school teachers, including superintendent, \$572.

Training of teachers:

W. W. Mershon, A. M., Indiana University, superintendent.

R. A. Hoover, student of Indiana University.

H. G. Baird.

Enrollment in high school.....	60
Enrollment in grades and high school.....	325
Number of girls graduated last year (1903).....	3
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	2



LAPEL HIGH SCHOOL.

LAPORTE HIGH SCHOOL.

John A. Wood, Superintendent.

Organized, 1865. Commissioned, 1902.

Superintendents, with dates of service:

T. L. Adams.....	1865-1867
C. F. Kimball.....	1867-1869
C. E. Otis, A. B.....	1869-1871
J. E. Hinman, A. B.....	1871-1873
L. B. Swift, Ph. M.....	1873-1879
Frederic L. Bliss, A. B.....	1879-1880
John J. Abel.....	1880-1882
Horace Phillips, A. M.....	1882-1883
W. N. Hallmann, Ph. D.....	1883-1894
W. H. Elson, Acting Superintendent.....	1892-1893
James F. Knight.....	1894-1896
Osman C. Seelye, Ph. B.....	1896-1898
John A. Wood, A. M.....	1898-1904

Principals and assistants:

C. F. Kimball	1865-1869
Coleman Bancroft, B. S.	1869-1871
B. F. French, A. B.	1871-1872
L. B. Swift, Ph. B.	1872-1873
James Riddle Goff, Ph. M.	1873-1878
F. L. Bliss, B. A.	1878-1879
John J. Abel	1879-1880
Edward M. Brown	1880-1882
George Hemple, A. B.	1882-1884
Edward M. Brown	1884-1886
Frederick C. Hicks	1886-1888
Nathan D. Corbin	1888-1889
Arthur G. Hall, B. S.	1889-1891
Jas. F. Knight	1891-1893
H. J. Leggett	1893-1897
John A. Wood, A. B.	1897-1898
I. N. Warren, A. B.	1898-1902
Frederic L. Sims, B. S.	1902-1904

High school teachers and subjects they teach:

F. L. Sims, B. S., Mathematics.
Katherine A. Crane, B. L., Literature.
C. O. Nelson, A. M., Latin.
George W. Gannon, B. Pd., Science.
F. H. Simons, M. E., Art.
J. L. Criswell, A. B., History.
Nelle Wright, A. B., German and English Composition.
Helen Poole, Music.
H. C. Noe, A. M., Commercial Department.

Average yearly salary of high school teachers, including superintendent,
\$906.30.

Training of teachers:

John A. Wood, A. B., A. M., Indiana University, graduate State Normal.
F. L. Sims, principal, B. . ., DePauw and Chicago Universities.
F. H. Simons, M. E., Berlin.
Geo. W. Gannon, B. Pd., Ypsilanti, Mich.
Katherine A. Crane, B. L., University of Michigan.
C. O. Nelson, A. M., Jewett College, Liberty, Mo.
H. C. Noe, A. M., Hillsdale, Mich.
Nelle Wright, A. B., Ohio State University.
J. L. Criswell, A. B., Ohio Wesleyan University.
Helen Poole, graduate National School of Music.

Enrollment in high school	243
Total enrollment in grades and high school	1,321
Number of girls graduated last year (1903)	23
Number of boys graduated last year (1903)	16
Number in this class that went to college	10
Number of graduates since school was organized	485
Number of these who have attended college	172



LAPORTE HIGH SCHOOL.

LAWRENCEBURG HIGH SCHOOL.

T. H. Meek, Superintendent.

Organized, 1879. Commissioned in the seventies.

Superintendents, with dates of service:

J. M. Olcott.....	1858-1861
Professor Hatch.....	1861-1863
George Taylor.....	1863-1865
Josiah Hurty.....	1865-1868
John Clarke Ridpath.....	1868-1869
J. G. Housekeeper.....	1869-1870
E. H. Butler.....	1870-1874
John R. Trisler.....	1874-1885
T. V. Dodd.....	1885-1887
W. H. Rucker.....	1887-1895
G. D. Knopp.....	1895-1896
R. E. Call.....	1896-1898
T. H. Meek.....	1898-1904

Principals and assistants:

George C. Cole, principal high school.

Edward W. Koch.

Clayton J. Slater.

Elsie W. Schrader.

High school teachers and subjects they teach:

Edward W. Koch, Science.

Clayton J. Slater, English.

Elsie W. Schrader, German and History.

Average yearly salary of high school teachers, including superintendent,
\$688.

Training of teachers:

T. H. Meek, A.B., University of Indiana.

Geo. C. Cole, A.B., Indiana State Normal.

Edward W. Koch, undergraduate University of Indiana.

Clayton J. Slater, undergraduate University of Indiana.

Elsie W. Schrader, German and History.

Enrollment in high school.....	85
Total enrollment in grades and high school.....	700
Number of girls graduated last year (1903).....	14
Number of boys graduated last year (1903).....	4
Number in this class that went to college.....	4
Number of graduates since school was organized.....	209
Number of these who have attended college.....	45



LAWRENCEBURG, HIGH SCHOOL.

LEBANON HIGH SCHOOL.

C. A. Peterson, Superintendent.

Organized, 1870.

Superintendents, with dates of service:

J. R. Owen.....	1870
A. O. Reubelt.....	1874
J. F. Scull.....	1876
O. C. Charlton.....	1880
T. H. Dunn.....	1881
D. D. Blakeman.....	1883
R. H. Harney.....	1883-1887
Joseph Wiley.....	1887-1889
D. K. Goss.....	1889-1891
T. H. Dunn.....	1891-1892
U. J. Griffith.....	1892-1894
J. R. Hart.....	1894-1901
C. A. Peterson.....	1901-1904

Principals and assistants:

Miss Mattie Matthews, central building.

Mrs. R. H. Harney, north building.

Mrs. Mattie B. Stokes, south building.

High school teachers and subjects they teach:

E. G. Walker, principal, Latin.

G. A. Wilcox, Science.

Hattie Cochran, English.

Jennie Pugh, History.

Kenneth Foster, Mathematics.

Average yearly salary of high school teachers, including superintendent.

\$666.66.

Training of teachers:

C. A. Peterson, superintendent, A.B., Indiana University.

E. G. Walker, principal, A.B., Indiana University.

G. A. Wilcox, A.B., Cornell University.

Hattie Cochran, Indiana University.

Jennie Pugh, Indiana University.

Kenneth Foster, Franklin College.

Enrollment in high school..... 151

Total enrollment in grades and high school.....1,182

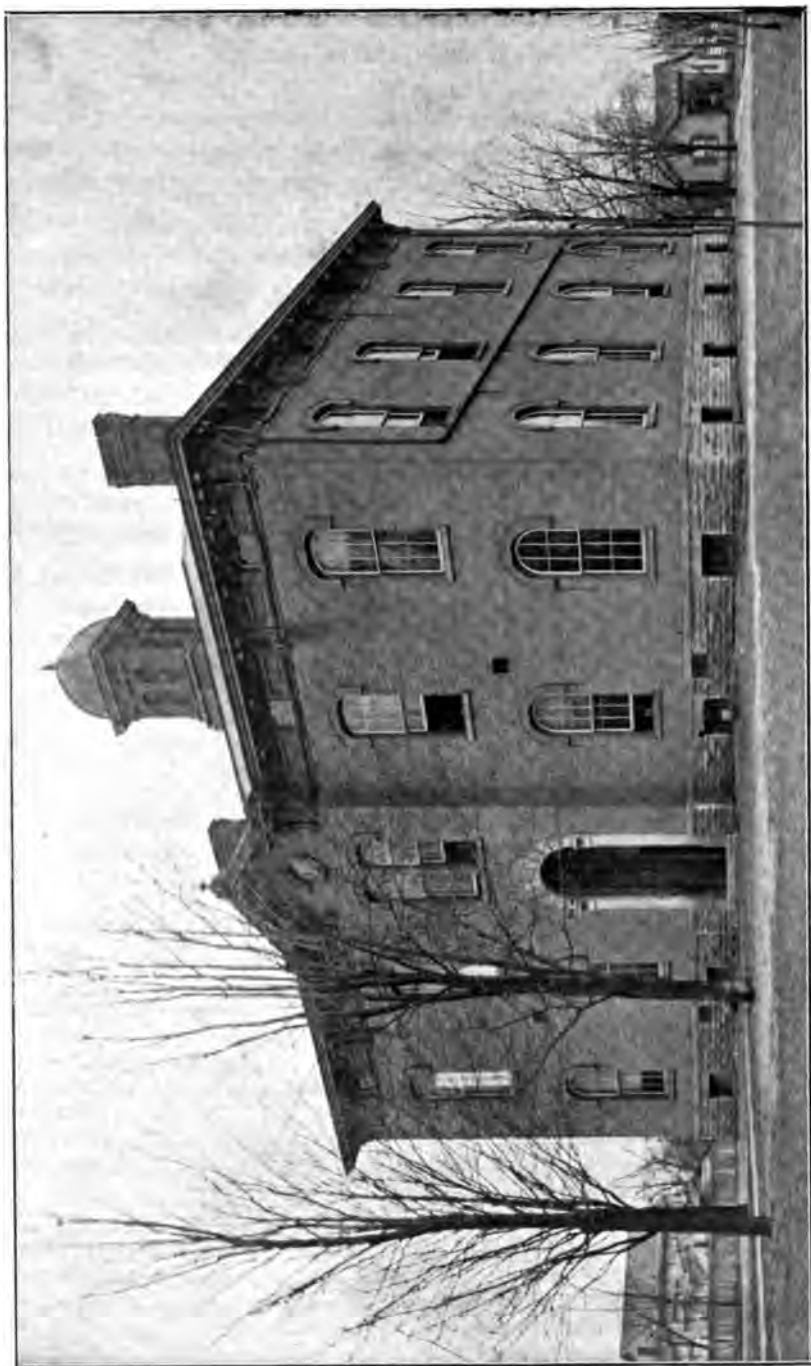
Number of girls graduated last year (1903)..... 14

Number of boys graduated last year (1903)..... 12

Number in this class that went to college..... 3

Number of graduates since school was organized..... 220

Number of these who have attended college..... 65



LIBERTY HIGH SCHOOL.

LIBERTY HIGH SCHOOL.

John W. Short, Superintendent.

Organized, 1873. Commissioned, 1887.

Superintendents, with dates of service:

R. W. Wood.....	1880
John W. Short.....	1880-

Principals and assistants:

P. B. Nye, principal.
 A. A. Graham, assistant.
 Edward Gardner, assistant.

High school teachers and subjects they teach:

John W. Short, Botany, English Literature and Classics, American History, Civics.
 P. B. Nye, Geometry, Algebra, Physics, Rhetoric.
 A. A. Graham, Greek, Roman and English History, Physical Geography and Latin.
 Edward Gardner, Advanced Grammar, American Literature, Chemistry.

Average yearly salary of high school teachers, including superintendent,
 \$776.25.

Training of teachers:

John W. Short, A.M., Miami University, Oxford, O., four years.
 P. B. Nye, graduation diploma, B.E., State Normal, Millersville, Pa.
 A. A. Graham, National Normal, Lebanon, O.; Normal at Danville;
 Earlham College, Richmond, Ind.
 Edward Gardner, A.B., Earlham College, Richmond, Ind.

Enrollment in high school.....	67
Total enrollment in grades and high school.....	296
Number of girls graduated last year (1903).....	6
Number of boys graduated last year (1903).....	4
Number in this class that went to college.....	1
Number of graduates since school was organized.....	259
Number of these who have attended college.....	53

LIGONIER HIGH SCHOOL.

W. C. Palmer, Superintendent.

Organized, 1876. Commissioned, 1901.

Superintendents, with dates of service:

D. D. Luke.....	1875-1887
Ambrose Blunt	1887-1889
Charles Dolan	1890-1891
W. C. Palmer.....	1891-1904

Principals and assistants:

Thos. Jackson, principal; Carrie Merritt, assistant.
 W. A. Beane, principal; Carrie Merritt, Martha Fritschell, Helen Adair, assistants.
 Minnie Flinn, principal; Dorothy Poppy, assistant.
 Dorothy Poppy, principal; W. A. Hogue, assistant.
 W. A. Hogue, principal; H. V. Craig, assistant.
 W. A. Beane, principal; Clara E. Seamens, assistant.

High school teachers and subjects they teach:

W. A. Beane, Mathematics and Science.

Clara E. Seamens, Latin and English.

W. C. Palmer, Civics and History.

Average yearly salary of high school teachers, including superintendent, \$590.

Training of teachers:

W. A. Beane, A.B., Indiana University.

Clara E. Seamens, A.B., Northwestern University.

Enrollment in high school.....	54
Total enrollment in grades and high school.....	465
Number of girls graduated last year (1903).....	13
Number of boys graduated last year (1903).....	9
Number in this class that went to college.....	3
Number of graduates since school was organized.....	0
Number of these who have attended college.....	30

LIMA HIGH SCHOOL.

A. W. Nolan, Superintendent.

Organized, 1875. Commissioned, 1890.

Superintendents, with dates of service:

Prof. G. Myers.....	1886
Prof. Lieb	1886-1894
H. S. Gilhams.....	1894-1898
S. K. Ganiard.....	1898-1903
A. W. Nolan.....	1903-1904

Principals and assistants:

V. G. Myers.

W. G. Sweitzer.

Grace Hoff.

High school teachers and subjects they teach:

A. W. Nolan, Science and English.

V. G. Myers, Latin and History.

W. G. Sweitzer, Mathematics and Physical Geography.

Grace Hoff, Music and English.

Average yearly salary of high school teachers, including superintendent, \$800.

Training of teachers:

A. W. Nolan, Indiana University, four years; ten years' experience teaching.

V. G. Meyers, A.B., Hillsdale College.

W. G. Sweitzer, Michigan State Normal, two years.

Grace Hoff, graduate Chicago Music School.

Enrollment in high school.....	45
Total enrollment in grades and high school.....	150
Number of girls graduated last year (1903).....	3
Number of boys graduated last year (1903).....	8
Number in this class that went to college.....	4
Number of graduates since school was organized.....	150
Number of these who have attended college.....	40

LINTON HIGH SCHOOL.

Oscar Dye, Superintendent.

Organized, 1900. Commissioned, 1901.

Superintendents, with dates of service:

Oscar Dye, since organization and commission.

Principals and assistants:

Laura M. Moore, principal since organization and commission.

Mary Harrah, assistant, 1901-1903.

Blanch Hannah, assistant, 1903.

High school teachers and subjects they teach:

Oscar Dye, Physics and General History.

Laura M. Moore, Mathematics and Latin.

Blanch Hannah, English and Science.

Average yearly salary of high school teachers, including superintendent,
\$700.

Training of teachers:

Oscar Dye, graduate Indiana State Normal.

Laura M. Moore, graduate Indiana University.

Blanch Hannah, graduate Indiana State Normal.

Enrollment in high school.....	91
Total enrollment in grades and high school.....	1,363
Number of girls graduated last year (1903).....	3
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	3
Number of graduates since school was organized.....	19
Number of these who have attended college.....	9

LOGANSPOUT HIGH SCHOOL.

A. H. Douglass, Superintendent.

Organized, 1867. Commissioned, —.

Superintendents, with dates of service:

Sheridan Cox	1867-1872
Mr. Shephard.....	1872-1873
J. K. Waltz.....	1873-1886
J. C. Black.....	1886-1889
Anna V. LaRose.....	1889-1891
A. H. Douglass.....	1891-1904

Principals and assistants:

J. A. Hill, principal.

High school teachers and subjects they teach:

F. M. Spraker, Latin.

Uba S. Hattery, Latin.

Elizabeth McConnell, Mathematics.

Mary D. Torr, Mathematics.

J. P. Hochhalter, Biology.

B. E. Curry, Physics and Chemistry.

Abigail J. Davies, English.

Mary A. Putnam, English.

F. M. Starr, German.

J. A. Hill, History.

Average yearly salary of high school teachers, including superintendent,
\$851.36.

Training of teachers:

J. A. Hill, principal, A.B., Franklin College.
F. M. Spraker, A.M., Indiana University.
J. P. Hochhalter, B.S., Indiana University.
B. E. Curry, Indiana University, four years.
Elizabeth McConnell, Chicago University, two years.
Mary D. Torr, A.B., Smith College.
Abigail J. Davies, A.M., Lake Forest College.
Mary A. Putnam, Chicago University, one year.
F. M. Starr, A.B., DePauw University.
Uba S. Hattery, A.B., DePauw University.



LOGANSPORT HIGH SCHOOL.

Enrollment in high school.....	321
Total enrollment in grades and high school.....	2,891
Number of girls graduated last year (1903).....	25
Number of boys graduated last year (1903).....	12
Number in this class that went to college.....	8
Number of graduates since school was organized.....	526
Number of these who have attended college.....	60

LOWELL HIGH SCHOOL.

H. B. Dickey, Superintendent.

Organized, 1890. Commissioned, 1898.

Superintendents, with dates of service:

G. A. Hawkins.....	1891-1893
W. H. High.....	1893-1894
Frank F. Heighway.....	1894-1896
Wm. M. Sheets.....	1896-1903
Homer B. Dickey.....	1903-1904

Principals and assistants:

Wm. H. Morey.....	1903-1904
Persis E. Pryse.....	1903-1904

High school teachers and subjects they teach:

Persis E. Pryse, Latin, Algebra, Physics.

Wm. H. Morey, History, English.

H. B. Dickey, Botany, Latin, Geometry.

Average yearly salary of high school teachers, including superintendent, \$723.

Training of teachers:

H. B. Dickey, superintendent, graduate from Indiana State Normal; undergraduate in Indiana University, one term; undergraduate in University of Chicago, one term.

Wm. H. Morey, undergraduate in Valparaiso (Ind.) Normal, three and one-half years; undergraduate Indiana State Normal, one term.

Persis E. Pryse, graduate from Bellevue College, University of Omaha.

Enrollment in high school.....	90
Total enrollment in grades and high school.....	347
Number of girls graduated last year (1903).....	9
Number of boys graduated last year (1903).....	5
Number in this class that went to college.....	2
Number of graduates since school was organized.....	96
Number of these who have attended college.....	35

LYNN HIGH SCHOOL.

Ossian S. Myers, Superintendent.

Organized, 1892. Commissioned, 1902.

Superintendents, with dates of service:

F. E. Addleman.....	1892-1900
Ossian S. Myers.....	1900-1904

Principal:

Mrs. Edith Winslow.

High school teachers and subjects they teach:

Ossian S. Myers, Latin and Mathematics.

Mrs. Edith Winslow, English, History, Science.

Average yearly salary of high school teachers, including superintendent, \$725.

Training of teachers:

Ossian S. Myers, A.B., from Baldwin University, Berea, O.; A.M.,
from Wooster University, Wooster, O.

Mrs. Edith Winslow, B.L., from Earlham College.

Enrollment in high school.....	49
Total enrollment in grades and high school.....	310
Number of girls graduated last year (1903).....	3
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	2
Number of graduates since school was organized.....	16
Number of these who have attended college.....	6



MADISON HIGH SCHOOL.

MADISON HIGH SCHOOL.

C. M. McDaniel, Superintendent.

Organized, 1852. Commissioned, —.

Superintendents, with dates of service (record incomplete):

Charles Barnes.

T. B. Dodd.

John Martin 1882-1890

F. M. Churchill..... 1890-1892

D. M. Geeting..... 1892-1895

T. A. Mott..... 1895-1896

C. M. McDaniel..... 1896-1904

Principals and assistants (record incomplete):

Dr. W. A. Graham, W. M. Craig, Miss Driggs, Mary D. Reed, Mr.

Payne, J. A. Carnegie, Geo. Hubbard, C. M. McDaniel, Geo.

Taylor, M. J. Bowman, Jr., A. O. Neal.

High school teachers and subjects they teach:

A. O. Neal, principal, Latin.

S. Belle Hilands, Science.

Harriet MacKenzie, German.

Lucina Borton, English.

Bertha Wrigley, Mathematics.

B. W. Billings, History.

L. G. Millisor, Commercial.

Average yearly salary of high school teachers, including superintendent,
\$721.66.

Training of teachers:

A. O. Neal, Franklin College; also student at Chicago University.

Harriett MacKenzie, Normal School, Ypsilanti, Mich.; also student at
Chicago University.S. Belle Hilands, Hanover College; also student of Chicago Univer-
sity.Lucina Borton, University of Illinois and of the Department of Ora-
tory of Northwestern.

B. W. Billings, DePauw University.

L. G. Millisor, Rochester Normal School.

Josephine Schumann, Cincinnati College of Music.

Enrollment in high school.....	194
Total enrollment in grades and high school.....	1,387
Number of girls graduated last year (1903).....	8
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	2
Number of graduates since school was organized.....	420
Number of these who have attended college.....	70

MARION HIGH SCHOOL.

Benjamin F. Moore, Superintendent.

Organized, 1865. Commissioned, 1883.

Superintendents, with dates of service:

A. H. Harritt.

William Russell.

W. C. McCord.

Mr. Wood.

I. W. Legg. 1879

Irving Barnhart 1879-1881

A. H. Hastings 1881-1883

Hamilton S. McCrae 1883-1887

John K. Waltz 1887-1890

Welford D. Weaver 1890-1899

Benjamin F. Moore 1899-1904

Principals and assistants:

T. D. Thorp.

Mrs. Wm. Russell.

Miss Frone A. Case.

Miss Nannie Mooney.

Will McIntire 1876-1877

George A. Osborn 1877-1879

Frank R. Osborn 1879-1881

Phariba White 1881-1883

Mrs. Emma Mont McRae 1883-1887

Alva Graves 1887-1889

Mrs. E. C. Gear 1889-1890

Addison W. Moore 1890-1892

Russell K. Bedgood 1892-1894

W. J. Williams 1894

Francis M. Ingler 1894-1896

Virgil R. McKnight 1896-1902

J. T. Giles 1902-1904

High school teachers and subjects they teach:

J. T. Giles, principal.

Alva Graves, Mathematics.

F. K. Mowrer, Biology.

Frances Benedict, English.

George C. Bush, Chemistry and Physics.

Georgetta Bowman, History.

Mary K. Birch, Latin and German.

Mildred H. Keith, Latin.

Kate M. Meek, Mathematics.

Catherine M. Callaway, English.

J. E. McMullen, English.

Tillie Billhods, German.

Minnie May Hodges, Music.

J. L. Massena, Drawing.

May Serviss, substitute teacher.

Average yearly salary of high school teachers, including superintendent, \$953.

Training of teachers:

J. T. Gilles, principal, graduate Indiana University, 1894; two years post graduate work in Indiana University and Leland Stanford Jr.

Alva Graves, Mathematics, high school, Earlham College.

F. K. Mowrer, Biology, graduate high school; graduate Union Christian College, 1890; undergraduate Indiana State Normal.

Frances Benedict, English, graduate Indiana State Normal; undergraduate Spiceland Academy.

George C. Bush, Chemistry and Physics, graduate high school; graduate Indiana University; two years post graduate work in Indiana University.

Georgetta Bowman, History, graduate high school; graduate Indiana University; post graduate work Indiana University; post graduate work Harvard University.

Mary K. Birch, Latin and German, graduate high school; graduate DePauw University; one year post graduate work DePauw University.

Mildred H. Keith, Latin, graduate high school; graduate University of Michigan, A.B. and A.M. degrees; post graduate work in Chicago University.

Kate M. Meek, Mathematics, graduate high school; graduate Indiana University; post graduate work in Indiana University and Iowa State University.

Catherine M. Callaway, English, graduate high school; graduate Indiana State Normal School; three years post graduate work at Chicago University.

J. B. McMullen, English, graduate DePauw University; graduate DePauw University Normal School; one year post graduate work in Syracuse University.

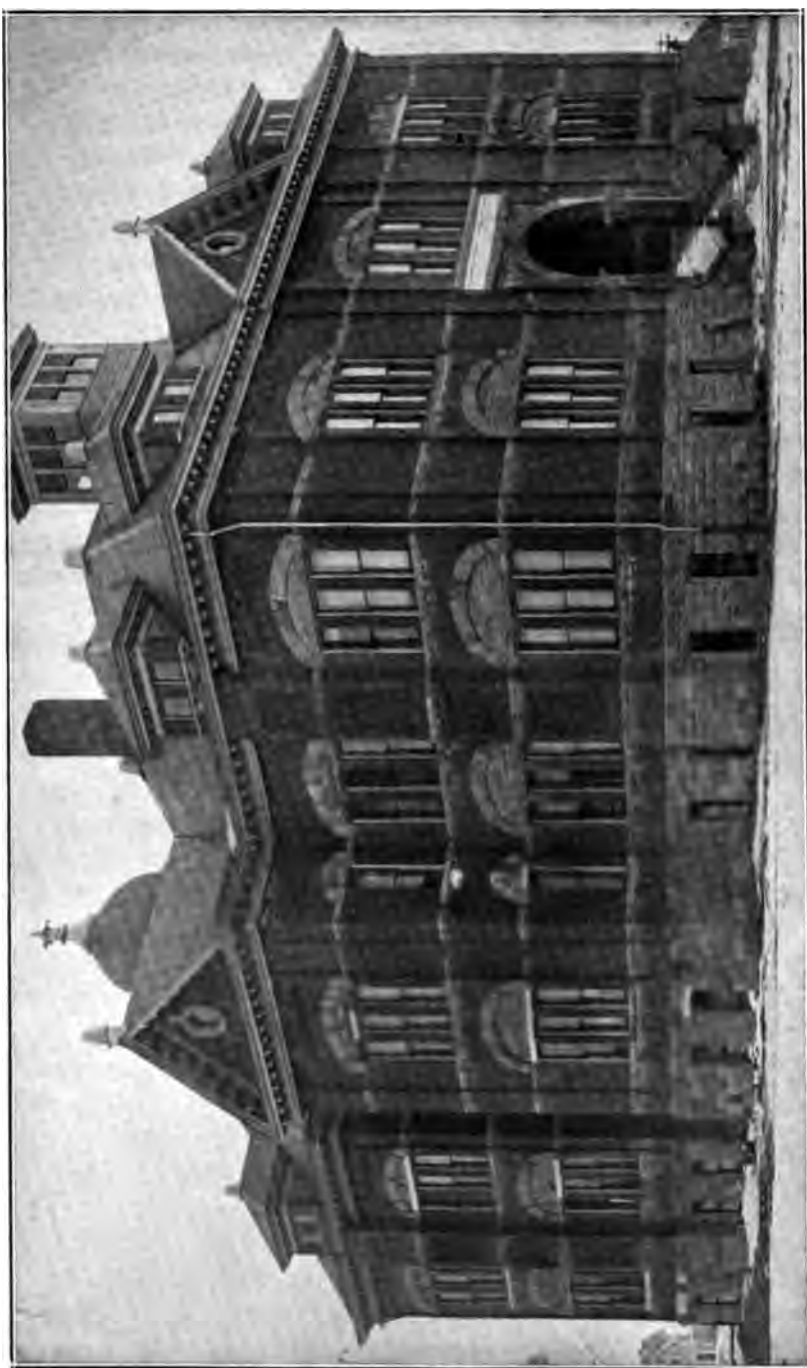
Tillie Billlods, German, graduate Indiana State Normal School; graduate Indiana University; post graduate work in University of Cincinnati and in Berlitz Language School.

Minnie May Hodges, Music, Paw-Paw (Mich.) High School; Valparaiso Normal School; work in various music schools and private professional courses in music.

J. L. Massena, Drawing, Central Normal College; Pratt Institute; Teachers' College, Columbia University.

May Serviss, substitute teacher, graduate high school; graduate Grant Collegiate Institute; Wellesley College.

Enrollment in high school.....	350
Total enrollment in grades and high school.....	4,400
Number of girls graduated last year (1903).....	18
Number of boys graduated last year (1903).....	14
Number in this class that went to college.....	11
Number of graduates since school was organized.....	392
Number of these who have attended college.....	150



MARION HIGH SCHOOL.

MARKLE HIGH SCHOOL.**John Reber, Superintendent.**

Organized, 1895. Commissioned, 1901.

Superintendents, with dates of service:

P. H. Beck.....	1895-1898
C. C. Ohmert.....	1898-1899
John Reber	1899-1904

Principals and assistants:

Miss Anna Kemp.....	1899-1900
J. G. McGimsey.....	1900-1902
Miss Victoria Johnson.....	1902-1904

High school teachers and subjects they teach:

Victoria Johnson, English, Latin, Mathematics, History.

John Reber, Science, Mathematics.

Average yearly salary of high school teachers, including superintendent, \$570.

Training of teachers:

John Reber, A.B., Indiana University; graduate Indiana State Normal.

Victoria Johnson, graduate of college, Valparaiso, Ind.; student one year, Indiana University.

Enrollment in high school.....	26
Total enrollment in grades and high school.....	127
Number of girls graduated last year (1903).....	4
Number of boys graduated last year (1903).....	0
Number of each in this class that went to college.....	2
Number of graduates since school was organized.....	16
Number of these who have attended college.....	8



MARKLE HIGH SCHOOL.

MARTINSVILLE HIGH SCHOOL.

J. E. Robinson, Superintendent.

Organized, 1870. Commissioned, 1882.

Superintendents, with dates of service:

Mrs. N. D. Standiford.....	1870-1872
B. F. French.....	1872-1876
J. R. Starkey.....	1876-1896
W. D. Kerlin.....	1896-1901
J. E. Robinson.....	1901-1904

Principals and assistants:

Maggie Cox.
 Miss F. A. Case.
 Ella R. Tilford.
 Maggie Boyd.
 Mary E. Long.
 Miss N. M. Woodward.
 Paul Monroe.
 E. W. Abbott.
 W. F. Clarke.
 J. E. Robinson.
 J. A. McKelvey.
 O. P. West.

High school teachers and subjects they teach:

O. P. West, principal, German, Chemistry.
 Lulu Clark, Latin, History.
 Chas. F. Jackman, Mathematics, Physics.
 Lillian Hart, English and Literature.
 J. W. Hesler, History, Botany.

Average yearly salary of high school teachers, including superintendent, \$723.33.

Training of teachers:

O. P. West, graduate Indiana University, Indiana State Normal School.
 Chas. F. Jackman, graduate Indiana University.
 J. W. Hesler, graduate Indiana State Normal School and student Indiana University.
 Lillian Hart, graduate DePauw University.
 Lulu Clark, student at DePauw and Indiana University.

Enrollment in high school.....	128
Total enrollment in grades and high school.....	984
Number of girls graduated last year (1903).....	8
Number of boys graduated last year (1903).....	8
Number in this class that went to college.....	6
Number of graduates since school was organized.....	279
Number of these who have attended college.....	100



MARTINSVILLE HIGH SCHOOL.

MICHIGAN CITY HIGH SCHOOL.

Paul A. Cowgill, Superintendent.

Organized, 1871. Commissioned, 1901.

Superintendents, with dates of service:

S. E. Miller.....	1867-1888
J. C. Black.....	1888-1893
Edward Boyle	1893-1899
J. G. Monroe.....	1899-1901
Paul A. Cowgill.....	1901-1904

Principals and assistants:

Louis W. Keeler.
 H. A. Lober.
 Edward Boyle.
 George Burns.

High school teachers and subjects they teach:

Margaret Sleezer, English.
 Lelia Childs, Mathematics.
 Sadie Sheehan, Latin.
 Le Roy La Gess, Botany.
 Grace Gillespie, History.
 Clara Hughes, Art.
 Mrs. Bertha Child, French and German.
 Chas. Kibby and Geo. Anderson, Commercial.

Average yearly salary of high school teachers, including superintendent,
 \$665.

Training of teachers:

Louis Keeler, University of Michigan.

Enrollment in high school.....	187
Total enrollment in grades and high school.....	3,191
Number of girls graduated last year (1903).....	13
Number of boys graduated last year (1903).....	1
Number in this class that went to college.....	1
Number of graduates since school was organized.....	351



MICHIGAN CITY HIGH SCHOOL.

MIDDLETOWN HIGH SCHOOL.

H. N. Coffman, Superintendent.

Organized, 1890. Commissioned, 1895.

Superintendents, with dates of service:

W. H. Sanders.....	1888-1893
W. L. Cory.....	1893-1896
H. N. Coffman.....	1896-1904

Name of principal:

R. S. Tice, Principal.

Names of high school teachers and subjects they teach:

H. N. Coffman, History.

R. S. Tice, Latin, Algebra, Physics.

William Graves, English, Geometry, Physical Geography and Botany.

Average yearly salary of high school teachers, including superintendent, \$680.

Training of teachers:

H. N. Coffman, graduate of Indiana State Normal; A.B. and A.M. residence work at Indiana University, Department of Philosophy and Pedagogy.

R. S. Tice, graduate of Indiana State Normal; resident graduate of Indiana University in the Department of Zoölogy.

Wm. Graves, three years' work in Indiana University.

Enrollment in high school.....	43
Total enrollment in grades and high school.....	287
Number of girls graduated last year (1903).....	1
Number of boys graduated last (1903).....	0
Number in this class that went to college.....	0
The colleges to which these went with number of each.....	0
Number of graduates since school was organized.....	61
Number of these who have attended college.....	21



MIDDLETOWN HIGH SCHOOL.

MISHAWAKA HIGH SCHOOL.

B. J. Bogue, Superintendent.

Organized, 1862. Commissioned, 1878.

Superintendents, with dates of service:

Mr. E. Sumption.....	1869-1873
E. S. Halleck.....	1873-1877
E. Whipple.....	1877-1879
W. H. Fertich.....	1879-1883
Elias Boltz.....	1883-1887
B. J. Bogue.....	1887-1903
J. F. Nuner.....	1903-1904

Principals and assistants:

Geo. L. Harding.
 B. J. Bogue.
 H. G. Long.
 Mrs. C. V. Sherwood.
 Geo. A. Powles.
 Miss Olive Batman.
 Chas. Dolan.
 Mary D. Welch.

High school teachers and subjects they teach:

Evangeline Abbey, Science.
 C. E. White, Mathematics.
 Marie Simpson, English.
 Mary D. Welch, principal. Language.

Average yearly salary of high school teachers, including superintendent.
 \$795.

Training of teachers:

Mary D. Welch, Olivet, Mich.
 Evangeline Abbey, Olivet, Mich.
 Marie Simpson, Olivet, Mich.
 C. E. White, Indiana University.
 J. F. Nuner, Indiana State Normal: 1 year at Indiana University;
 2 years at Chicago University.

Our grade teachers are principally high school graduates.

Enrollment in high school.....	99
Total enrollment in grades and high school.....	1,024
Number of girls graduated last year (1903).....	7
Number of boys graduated last year (1903).....	3
Number in this class that went to college.....	3
Number of graduates since school was organized.....	190
Number of these who have attended college.....	50



MISHAWAKA HIGH SCHOOL.

MITCHELL HIGH SCHOOL.

J. L. Clauser, Superintendent.

Organized, 1880. Commissioned, 1879.

Superintendents:

J. C. McLaughlin.

J. P. Funk.

R. A. Ogg.

D. W. Allen.

A. H. Hastings.

H. T. Pickle.

C. W. McClure.

Mr. Lugenbiel.

A. E. Southerland.

Ella Munson.

D. H. Ellison.

Mrs. Kate Gilbert.

E. L. Hendricks.

J. L. Clauser.

Can not give dates of services of each.

Principals and assistants:

Ed Odonnel.

Hugh Holmes.

Nora Williams.

Clara Mitchell.

J. P. Callahan.

Frank A. Wood.

Robert Tirey.

Charles D. McIntire.

High school teachers and subjects they teach:

Robert Tirey, Latin and English.

Charles D. McIntire, Science and History.

J. L. Clauser, Mathematics.

Average yearly salary of high school teachers, including superintendent, \$640.

Training of teachers:

J. L. Clauser, Superintendent, graduate Indiana State Normal School.

Robert Tirey, Principal, graduate Southern Indiana Normal School, undergraduate Indiana University.

Charles D. McIntire, undergraduate Southern Indiana Normal School and Valparaiso, 1 year in former, 10 weeks in latter; graduate Voris Business College.

Enrollment in high school.	45
Total enrollment in grades and high school.	550
Number of girls graduated last year (1903).	4
Number of boys graduated last year (1903).	2
Number in this class that went to college.	1



MITCHELL HIGH SCHOOL



MONON HIGH SCHOOL.

MONON HIGH SCHOOL.

James H. Shaffer, Superintendent.

Organized, 1894. Commissioned, 1902.

Superintendents, with dates of service:

Wm. M. Sheets.....1894-1896

James H. Shaffer.....1896-1904

Principals and assistants:

James H. Shaffer.

John G. York.

H. M. Appleman.

Mrs. Nona Kent.

Miss Fredrica R. Tucker.

Miss Belle Jones.

Clyde C. Tull.

Charles J. Carpenter.

High school teachers and subjects they teach:

James H. Shaffer, Physics, Zoölogy.

Chas. J. Carpenter, Mathematics and Latin.

Miss Agnes Carr, English and History.

Average yearly salary of high school teachers, including superintendent,
\$606.66%.

Training of teachers:

James H. Shaffer, five terms DePauw University; three terms Indiana State Normal School.

Chas. J. Carpenter, graduate State Normal School.

Miss Agnes Carr, graduate of Glendale College; nearly one year in Chicago University.

Enrollment in high school..... 60

Total enrollment in grades and high school..... 314

Number of girls graduated this year (1903)..... 11

Number of boys graduated last year (1903)..... 5

Number in this class that went to college..... 3

Number of graduates since school was organized..... 55

Number of these who have attended college..... 11

MONTPELIER HIGH SCHOOL.

L. E. Kelly, Superintendent.

Organized, 1895. Commissioned, 1898.

Superintendents, with dates of service:

L. E. Kelly.....1895-1904

Principal:

John W. Holdeman.

High school teachers and subjects they teach:

John W. Holdeman, Mathematics and History.

John D. Gabel, Science.

Clarice M. Lytle, Latin and English.

Caroline English, Music.



MONTPELIER HIGH SCHOOL.

**Average yearly salary of high school teachers, including superintendent,
\$677.50.**

Training of teachers:

L. E. Kelly, Graduate Indiana State Normal.

John W. Holdeman, graduate Indiana State Normal.

John D. Gabel, graduate Hanover College.

Clarice M. Lytle, graduate Northwestern.

Enrollment in high school.....	115
Total enrollment in grades and high school.....	787
Number of girls graduated last year (1903).....	3
Number of boys graduated last year (1903).....	0
Number in this class that went to college.....	1
Number of graduates since school was organized.....	24
Number of these who have attended college.....	6

MONTICELLO HIGH SCHOOL.

J. W. Hamilton, Superintendent.

Organized, 1870. Commissioned, 1887.

Superintendents, with dates of service:

J. G. Royer.....	1879-1884
Wm. Sinclair.....	1884-1885
B. F. Moore.....	1885-1890
J. W. Hamilton.....	1890-1904

Principal:

Lewis E. Wheeler, principal. ●

High school teachers and subjects they teach:

Lewis E. Wheeler.

Harriet Harding, English.

Genevieve Williams, Latin.

Mabel Rothrock, History and German.

Clinton Routh, Music.

Frances Westfall, Art.

Average yearly salary of high school teachers, including superintendent, \$710.

Training of teachers:

Lewis E. Wheeler, graduate State Normal, undergraduate State University.

Harriet Harding, A.B., graduate DePauw, seven years' experience.

Genevieve Williams, undergraduate DePauw, seven years' experience.

Mabel Rothrock, A.B., graduate Indiana University, two years' experience.

Clinton Routh, private school and student Northwestern College, three years' experience.

Frances Westfall, student Art Institute, Chicago, five years' experience.

Enrollment in high school.....	173
Total enrollment in grades and high school.....	700
Number of girls graduated last year (1903).....	13
Number of boys graduated last year (1903).....	14
Number in this class that went to college.....	9
Number of graduates since school was organized.....	214
Number of these who have attended college.....	50



MOORESVILLE HIGH SCHOOL.

W. C. Pidgeon, Superintendent.

Organized, 1895. Commissioned, 1895.

Superintendents, with dates of service:

G. B. Coffman.....	1895-1899
Alaska Eaton.....	1899-1903
W. C. Pidgeon.....	1903-1904

Principals and assistants:

Carrie Scott.....	1899-1903
Flora M. Guyer.....	1903-1904

High school teachers and subjects they teach:

W. C. Pidgeon, Science, English and History.

Flora M. Guyer, Latin, Mathematics and History.

Average yearly salary of high school teachers, including superintendent,
\$569.

Training of teachers:

W. C. Pidgeon, A.M., Indiana University.

Flora M. Guyer, B.L., Franklin College.

Enrollment in high school.....	60
Total enrollment in grades and high school.....	375
Number of girls graduated last year (1903).....	3
Number of boys graduated last year (1903).....	2
Number of each in this class that went to college.....	0
Number of graduates since school was organized.....	No data
Number of these who have attended college.....	20

MT. VERNON HIGH SCHOOL.

Edward G. Bauman, Superintendent.

Organized, 1871. Commissioned, 1890.

Superintendents, with dates of service:

A. J. Snoke.....	1870-1874
Alfred Kummer.....	1874-1876
E. S. Clark.....	1876-1879
W. I. Davis.....	1879-1882
P. P. Stultz.....	1882-1889
H. P. Leavenworth.....	1889-1896
Edwin S. Monroe.....	1896-1903
Edward G. Bauman.....	1903-1904

Principals and assistants:

Alice Choate.
 Florence Hawley.
 J. W. Hiatt.
 W. S. Bushnell.
 Thomas Orr.
 M. J. Conline.
 Rebecca Portens.
 G. H. Welker.
 O. L. Sewall.
 T. W. Thomson.
 R. O. Cavanah.
 E. S. Monroe.
 Charles Pulliam.
 L. P. Doerr.
 E. G. Bauman.
 G. W. Bishop.

High school teachers and subjects they teach:

George W. Bishop, Chemistry and Latin.
 T. H. Stonecipher, Mathematics.
 M. Abigail Smith, History, Stenography, Typewriting.
 Flora Heidel, German and Latin.
 Helen A. Sullivan, English.

Average yearly salary of high school teachers, including superintendent,
\$775.

Training of teachers:

Edward G. Bauman, Ph.B., A.M., Illinois Wesleyan University.
 George W. Bishop, undergraduate Illinois University.
 M. Abigail Smith, undergraduate Indiana State Normal.
 T. H. Stonecipher, undergraduate Ewing College and Indiana University.
 Flora Heidel, A.B., Central Wesleyan College.
 Helen A. Sullivan, A.B., University of Michigan.

Enrollment in high school..... 140
 Total enrollment in grades and high school..... 1,100
 Number of girls graduated last year (1903)..... 7

Number of boys graduated last year (1903).....	5
Number in this class that went to college.....	4
Number of graduates since school was organized.....	354
Number of these who have attended college.....	104



MT. VERNON HIGH SCHOOL.

MUNCIE HIGH SCHOOL.

George L. Roberts, Superintendent.

Organized, 1868. Commissioned, —.

Superintendents, with dates of service:

Charles R. Payne.....	1866-1867
H. S. McRea.....	1867-1881
F. M. Allen.....	1881-1882
H. S. McRae.....	1882-1883
John M. Bloss.....	1883-1887
W. R. Snyder.....	1887-1903
George L. Roberts.....	1903-1904

Principal:

Ernest P. Wiles.

High school teachers and subjects they teach:

Mrs. M. I. Ivins, Mathematics.

Emma Cammack, Latin and English.

L. H. Pittinger, English.

William Thrush, Latin.

H. S. Peacock, History.

A. L. Murray, English.

J. F. Bower, Commercial.

W. I. Underback, Science.

Cyrus Rector, Science.

S. I. Conner, Reading.

Alma Burton, German and French.

J. O. Potter, Mathematics.

Average yearly salary of high school teachers, including superintendents,
\$796.

Training of teachers:

No data given.

Enrollment in high school.....	346
Total enrollment in grades and high school.....	3,918
Number of girls graduated last year (1903).....	28
Number of boys graduated last year (1903).....	9
Number in this class that went to college.....	6
Number of graduates since school was organized.....	643
Number of these who have attended college.....	135

MCCORDSVILLE HIGH SCHOOL.

W. B. Stookey, Superintendent.

Organized, 1880. Commissioned, 1897.

Superintendents, with dates of service:

W. B. Stookey.....1897-1904

Principals and assistants:

Peter Hinds.....1897-1898

Mr. Bowman.....1898-1899

Claude Brown.....1899-1900

B. W. Forkner.....1900-1901

O. L. Morrow.....1901-1903

Will Scott.....1903-1904

High school teachers and subjects they teach:

Peter Hinds, Latin.

W. B. Stookey, teaches 7 classes.

Will Scott, teaches 8 classes.

Average yearly salary of high school teachers, including superintendent,
\$580.

Training of teachers:

W. B. Stookey, graduate Indiana State Normal.

Will Scott, 3 years Indiana State Normal.

Enrollment in high school.....	24
Total enrollment in grades and high school.....	144
Number of girls graduated last year (1903).....	3
Number of boys graduated last year (1903).....	3
Number in this class that went to college.....	2
Number of graduates since school was organized.....	53
Number of these who have attended college.....	24



McCORDSVILLE HIGH SCHOOL.

NAPPANEE HIGH SCHOOL.

S. W. Baer, Superintendent.

Organized, 1895. Commissioned, 1898.

Superintendents, with dates of service:

S. W. Baer.....1895-1904

Principals and assistants:

Olive A. Voliva.

George W. Bailor, assistant.

High school teachers and subjects they teach:

S. W. Baer, German, History, Psychology.

Olive A. Voliva, Latin and English.

George W. Ballor, Science and Mathematics.

Average yearly salary of high school teachers, including superintendent, \$740.

Training of teachers:

S. W. Baer, Ph.B., A.M., DePauw University.

Olive Voliva, Ph.B., DePauw University.

George W. Ballor, A.B., DePauw University.

Enrollment in high school.....	65
Total enrollment in grade and high school.....	492
Number of girls graduated last year (1903)....	5
Number of boys graduated last year (1903)....	7
Number in this class that went to college.....	6
Number of graduates since school was organized.....	59
Number of these who have attended college.....	16

NEW ALBANY HIGH SCHOOL.

Charles A. Prosser, Superintendent.

Organized, 1853. Commissioned, 1873.

Superintendents, with dates of service:

Chas. Barnes.....	1856-1857
Jas. G. May.....	1857-1859
Geo. P. Brown.....	1864-1865
Dr. E. Newland.....	1865-1870
J. K. Walts.....	1870-1872
H. B. Jacobs.....	1872-1883
Chas. F. Coffin.....	1883-1886
J. B. Starr.....	1886-1894
W. H. Hershman.....	1894-1899
C. A. Prosser.....	1899-1904

Principals and assistants:

George H. Harrison.

Charles Barnes.

Jas. G. May.

O. V. Towsley.

Geo. P. Brown.

F. L. Morse.

J. B. Reynolds.

Jacob K. Walts.

John M. Bloss.

W. W. Grant.

E. S. Wellington.

George P. Weaver.

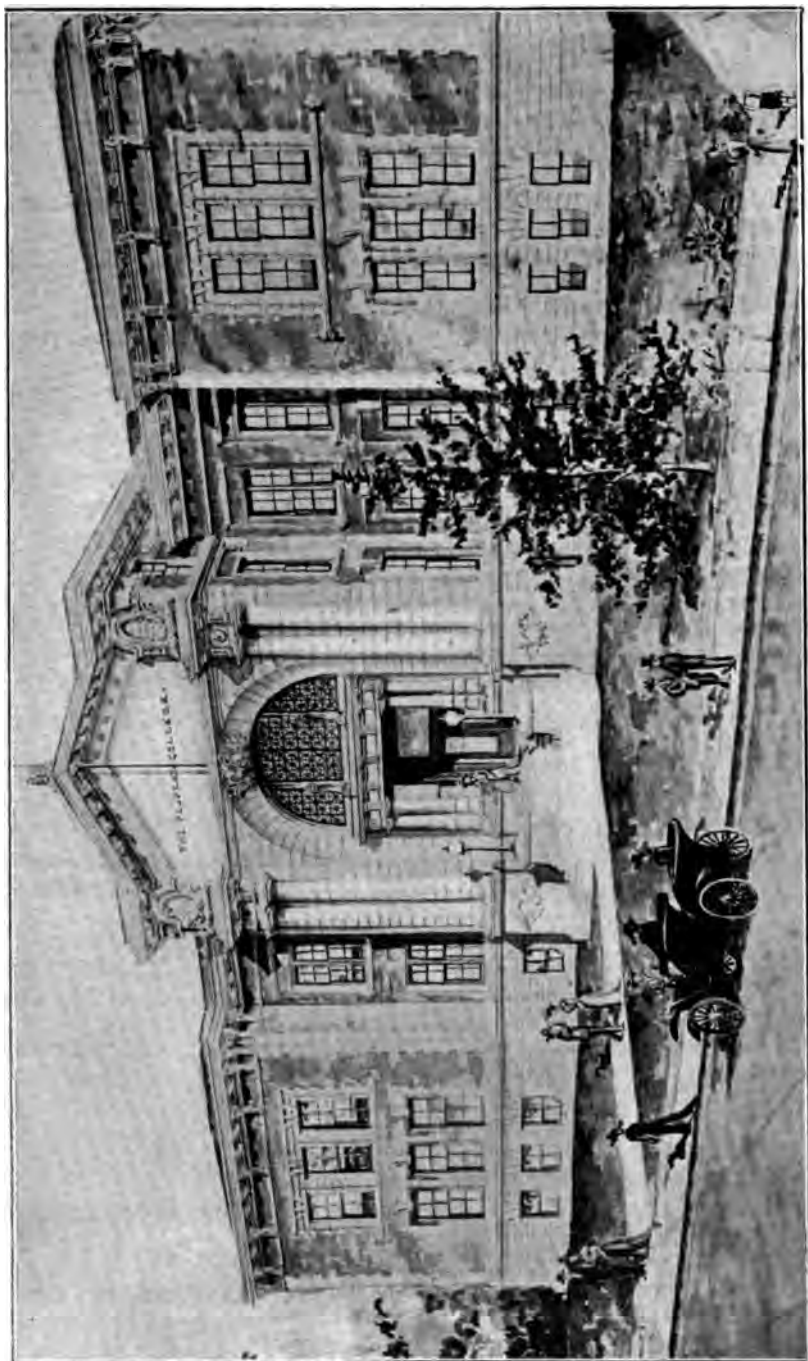
Mrs. J. M. Lindley.

R. A. Ogg.

J. P. Funk.

H. A. Buerk.

W. O. Vance (colored).



NEW ALBANY HIGH SCHOOL.

High school teachers and subjects they teach:

H. A. Buerk, Mathematics.

Alice Funk, Botany, Physiology and Biology.

Mrs. M. H. Shrader, Latin, History, Greek.

Frances Fawcett, Literature and Roman History.

George Kahl, English and Greek History.

Edwin Kahl, Physics, Mathematics and Civil Government.

Average yearly salary of high school teachers, including superintendent, \$829.

Training of teachers:

H. A. Buerk, graduate Harvard; 2 years Indiana University.

Edwin Kahl, 2 years DePauw; graduate of Indiana University.

George Kahl, graduate Indiana State Normal; 2 years Indiana University.

Alice Funk, graduate Lebanon (Ohio) Normal; 5 summers Chicago University.

Mrs. M. H. Shrader, graduate DePauw Female Seminary.

Frances Fawcett, graduate DePauw Female Seminary.

Enrollment in high school.....	275
Total enrollment in grades and high school.....	3,400
Number of girls graduated last year (1903).....	20
Number of boys graduated last year (1903).....	14
Number in this class that went to college.....	7
Number of graduates since school was organized.....	1,250
Number of these who have attended college.....	125

NEW AUGUSTA HIGH SCHOOL.

John Shipman, Superintendent.

Organized, 1889. Commissioned, 1899.

Superintendents, with dates of service:

J. A. Swan.....	1889-1891
B. F. Sisk.....	1891-1892
E. L. Maines.....	1892-1893
J. A. Swan.....	1893-1894
F. C. Senour.....	1894-1896
H. C. Berry.....	1896-1900
F. C. Senour.....	1900-1902
John Shipman.....	1902-1904

Principal:

F. C. Senour.

High school teachers and subjects they teach:

John Shipman, Mathematics, Physics, German.

F. C. Senour, English, History, Latin and Botany.

Average yearly salary of high school teachers, including superintendent, \$550.

Training of teachers:

John Shipman, undergraduate State University; undergraduate Purdue University.

F. C. Senour, undergraduate State University.

Enrollment in high school.....	38
Total enrollment in grades and high school.....	120
Number of girls graduated last year (1903).....	3
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	3
Number of graduates since school was organized.....	39
Number of these who have attended college.....	18



NEW AUGUSTA HIGH SCHOOL.

NEW CASTLE HIGH SCHOOL.

J. C. Weir, Superintendent.

Organized, 1873. Commissioned, 1883.

Superintendents, with dates of service:

George W. Hufford.....	1870-1876
William McK. Blake.....	1876-1879
William A. Moore.....	1879-1881
J. W. Caldwell.....	1881-1881
Henry Gunder.....	1881-1883
C. W. Harvey.....	1883-1887
W. D. Kerlin.....	1887-1888
J. C. Wier.....	1888-1904

Principals and assistants:

Joseph Dobell.....	1876-1878
Wm. A. Moore.....	1878-1879
George Vinnedge.....	1879-1881
John O. Reid.....	1881-1882
Frank Norris.....	1882-1883
Jno. Schurr.....	1883-1885
Pheriba White.....	1885-1887
Carrie Furber.....	1887-1888
Mary I. Root.....	1888-1890
Rose R. Mikels.....	1890-1904

High school teachers and subjects they teach:

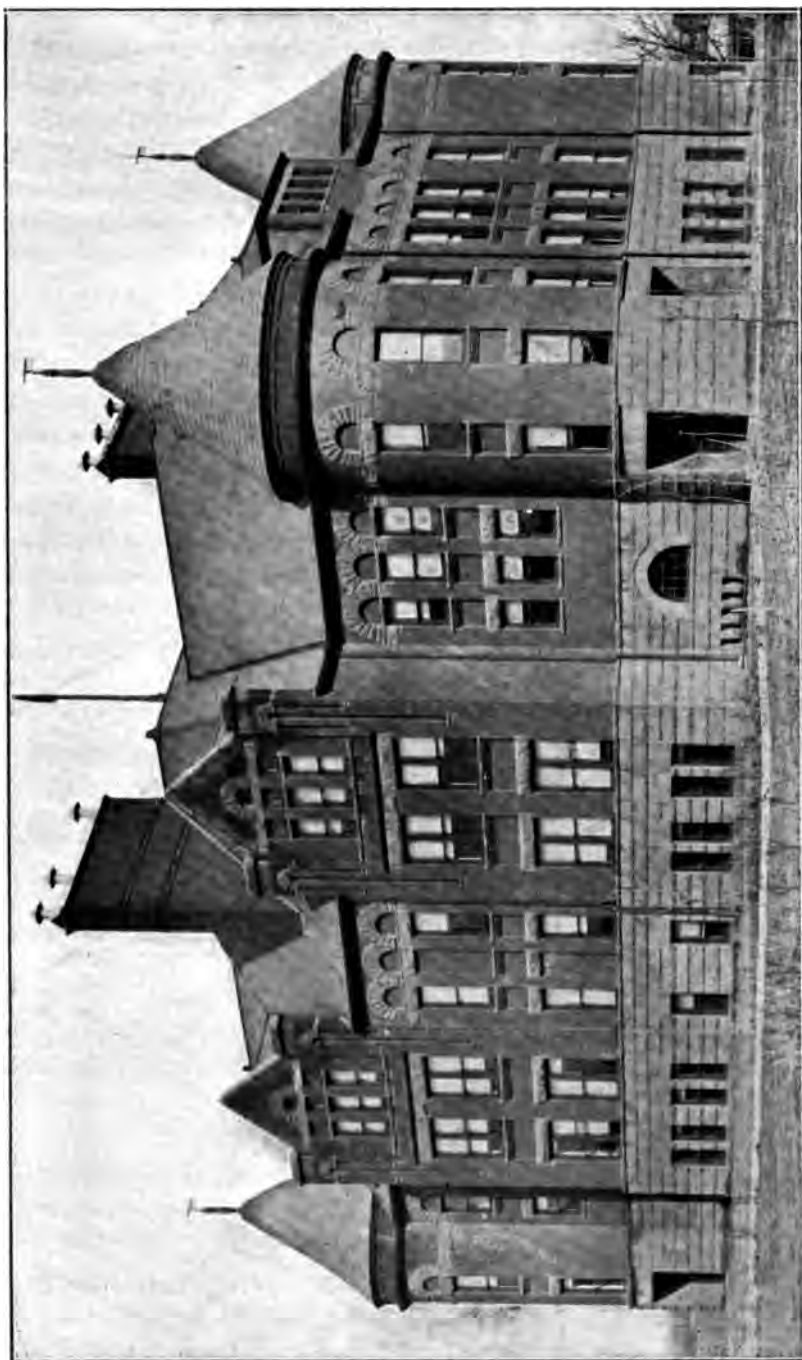
Robert McDil, Mathematics.
 Charles Chambers, Science.
 Mary Meek, German and History.
 Wannetah McCampbell, English and Civics.
 Abble J. Schrock, Drawing.
 Rose R. Mikels, Latin and English Literature.

Average yearly salary of high school teachers, including superintendent.
 \$745.

Training of teachers:

J. C. Wier, A. M., Indiana University.
 Rose R. Mikels, A. M., De Pauw University.
 Robert McDill, A. M., Indiana University.
 Charles O. Chambers, A. M., Indiana University.
 Mary Meek, A. B., Indiana University.
 Wannetah McCampbell, A. B., Indiana University.

Enrollment in high school.....	145
Total enrollment in grades and high school.....	875
Number of girls graduated last year (1903).....	3
Number of boys graduated last year (1903).....	5
Number in this class that went to college.....	1
Number of graduates since school was organized.....	265
Number of these who have attended college.....	41



NEW CASTLE HIGH SCHOOL.

NEW HARMONY HIGH SCHOOL.

Joseph E. Kelley, Superintendent.

Organized, 1872. Commissioned, 1882.

Superintendents, with dates of service:

C. H. Wood.....	1882-1886
J. W. McCormick.....	1886-1888
C. L. Hopper.....	1888-1890
C. H. Wood.....	1892-1895
H. W. Monical.....	1895-1899
Joseph E. Kelley.....	1899-1904

High school teachers and subjects they teach:

Dora Carver De Lay, Latin and Science.

Grace Pote, Literature and History.

Ida Stallings, Algebra.

Joseph E. Kelley.

Average yearly salary of high school teachers, including superintendent,
\$737.50.

Training of teachers:

Dora Carver De Lay, Indiana University.

Enrollment in high school.....	61
Total enrollment in grades and high school.....	328
Number of girls graduated last year (1903).....	5
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	2
Number of graduates since school was organized.....	218
Number of these who have attended college.....	52

NEWPORT HIGH SCHOOL.

J. W. Kendall, Superintendent.

Organized, —. Commissioned, 1899.

Superintendents, with dates of service:

Clyde L. Wagner.....	1898-1900
J. W. Kendall.....	1900-1904

Principals and assistants:

Agnes Pochin.....	1898-1900
Mary K. Birch.....	1900-1902
Edith Ravenscroft.....	1902-1903
Mary Campbell.....	1903-1904

High school teachers and subjects they teach:

Mary Campbell, Latin and English.

J. W. Kendall, Mathematics, Science and History.

Average yearly salary of high school teachers, including superintendent,
\$650.

Training of teachers:

Mary Campbell, A. B., Moores Hill; A. M., DePauw.

J. W. Kendall, graduate State Normal; undergraduate Indiana University.



NEW HARMONY HIGH SCHOOL.

Enrollment in high school.....	29
Total enrollment in grades and high school.....	175
Number of girls graduated last year (1903).....	5
Number of boys graduated last year (1903).....	1
Number in this class that went to college.....	1
Number of graduates since school was organized.....	18
Number of these who have attended college.....	9

NOBLESVILLE HIGH SCHOOL.

J. A. Carnegie, Superintendent.

Organized, 1872. Commissioned, 1881.

Superintendents, with dates of service:

James A. Baldwin.....	1870-1873
John Lacy.....	1873-1874
E. E. Henry.....	1874-1875
B. F. Owen.....	1875-1876
F. W. Reubelt.....	1876-1885
G. F. Kenaston.....	1885-1889
J. F. Haines.....	1889-1903
J. A. Carnegie.....	1903-1904

Principals and assistants:

Miss Annis Henry, J. S. White, J. F. Haines, W. J. Greenwood, J. W. Hubbard, Reid Carr, F. L. Jones, E. A. Scholtz, Milton Gantz.
H. W. Thompson, W. O. Bowers, W. M. Caylor.

High school teachers and subjects they teach:

Will M Caylor, principal, Algebra and Latin.
Clara Brown, English.
Clara O'Neal, Latin.
Florence Morgan, History.
A. J. Burton, Science.
E. E. Fitzpatrick, Mathematics.
W. J. Stabler, Music.

Average yearly salary of high school teachers, including superintendent, \$640.

Training of teachers:

J. A. Carnegie, A. M., Hanover.
W. M. Caylor, Indiana State Normal.
Clara Brown, A. B., Earlham.
Clara O'Neal, A. B., Earlham.
A. J. Burton, senior Indiana University.
E. E. Fitzpatrick, junior Indiana University.
Florence T. Morgan, senior Indiana University.

Enrollment in high school.....	210
Total enrollment in grades and high school.....	1,240
Number of girls graduated last year (1903).....	15
Number of boys graduated last year (1903).....	17
Number in this class that went to college.....	6
Number of graduates since school was organized.....	389
Number of these who have attended college.....	90

NORTH JUDSON HIGH SCHOOL.

C. F. Blue, Superintendent.

Organized, 1889. Commissioned, 1899.

Superintendents, with dates of service:

W. R. Murphy	1889-1892
J. E. Lung	1892-1894
C. S. Smith	1894-1896
J. S. Ragsdale	1896-1898
A. E. Murphy	1900-1901
O. O. Whitenack	1901-1903
C. F. Blue	1903-1904

Principals and assistants:

Mr. Redmond	-1900
Florence Knipe	1900-1903

High school teachers and subjects they teach:

No data.

Average yearly salary of high school teachers, including superintendent, \$642.

Training of teachers:

C. F. Blue, Michigan Military Academy; graduate Tri-State Normal.

Enrollment in high school	38
Total enrollment in grades and high school	295
Number of girls graduated last year (1903)	None
Number of boys graduated last year (1903)	3
Number in this class that went to college	2
Number of graduates since school was organized	46
Number of these who have attended college	27



NOBLESVILLE HIGH SCHOOL.

NORTH MANCHESTER HIGH SCHOOL.

Charles F. Miller, Superintendent.

Organized, 1882. Commissioned, 1894.

Superintendents, with dates of service:

Walter Irwin.....	1894-1898
H. S. Hippenstell.....	1898-1903
Charles F. Miller.....	1903-1904

Principal:

A. H. Symons.

High school teachers and subjects they teach:

A. H. Symons, Science.

Ella Lorm, English and History.

Ora J. Brookover, Latin.

Minnie R. Laver, Art.

Average yearly salary of high school teachers, including superintendent,
\$725.

Training of teachers:

Charles F. Miller, A. B., DePauw University.

A. H. Symons, B. S., Earlham College.

Ora J. Brookover, A. B., Wittenberg.

Ella Lorm, A. B., Chicago University.

Enrollment in high school.....	90
Total enrollment in grades and high school.....	500
Number of girls graduated last year (1903).....	7
Number of boys graduated last year (1903).....	7
Number in this class that went to college.....	7
Number of graduates since school was organized.....	176
Number of these who have attended college.....	65

NORTH VERNON HIGH SCHOOL.

George P. Weedman, Superintendent.

Organized, 1876. Commissioned, 1887.

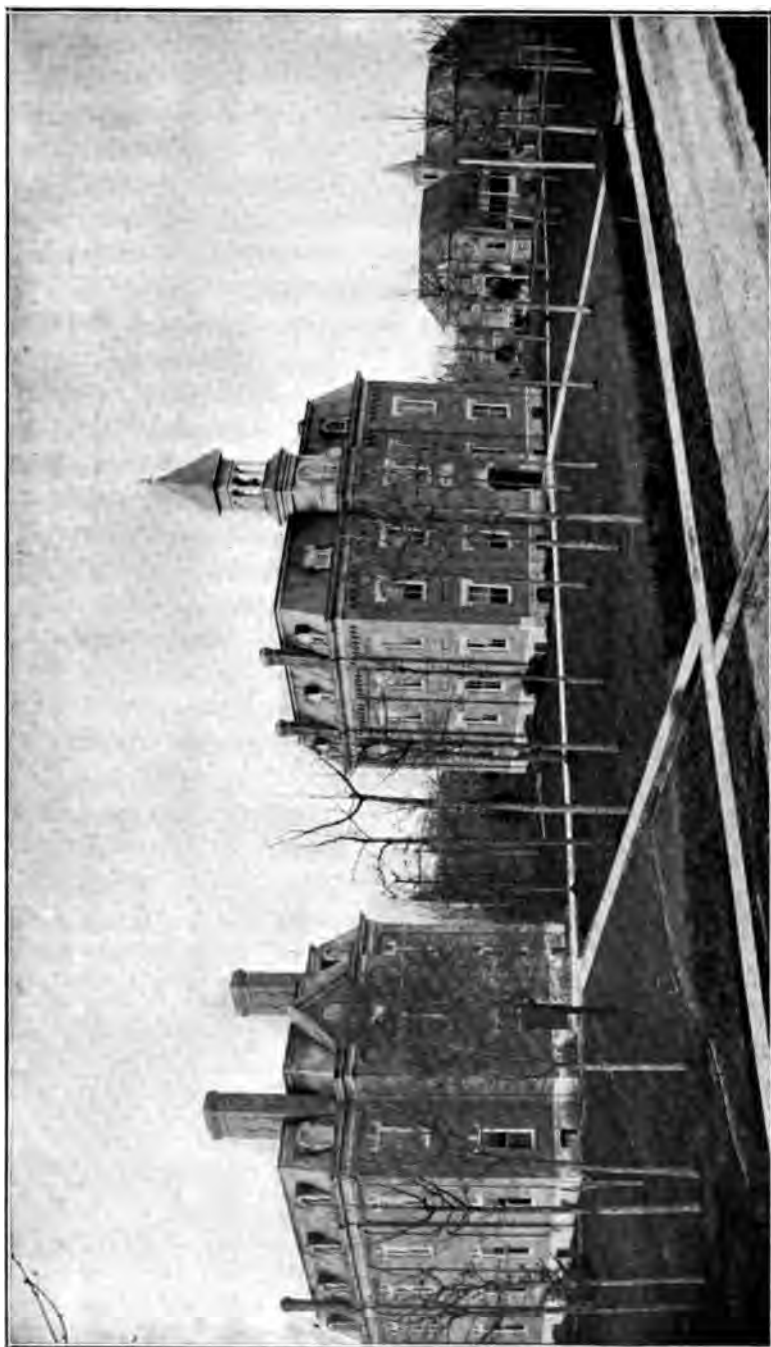
Superintendents, with dates of service:

J. W. Stout.....	1876-1877
A. W. Dunkle.....	1877-1879
William Isley.....	1879-1881
C. D. Bogart.....	1881-1883
Amos Sanders.....	1883-1887
Charles N. Peake.....	1887-1891
Horace Ellis.....	1891-1895
Lena M. Foster.....	1895-1898
Curtis B. Newsom.....	1898-1901
George P. Weedman.....	1901-1904

Principals and assistants:

Charles E. McClintock, principal.

Elias Brewer, assistant principal.



NORTH MANCHESTER HIGH SCHOOL.

High school teachers and subjects they teach:

George P. Weedman, Latin and Physics.

Charles E. McClintock, History and Mathematics.

Ellas Brewer, English and Latin.

Average yearly salary of high school teachers, including superintendent, \$813.

Training of teachers:

George P. Weedman, A. B., Indiana University; graduate Danville Normal.

C. E. McClintock, principal high school, undergraduate Indiana University, one year a student there; one year a student in Franklin College.

Ellas Brewer, A. B., Indiana University; six years student of Indiana University; one year student State Normal.

Enrollment in high school.....	101
Total enrollment in grades and high school.....	590
Number of girls graduated last year (1903).....	4
Number of boys graduated last year (1903).....	4
Number in this class that went to college.....	2
Number of graduates since school was organized.....	176
Number of these who have attended college.....	50

OAKLAND CITY HIGH SCHOOL.

R. J. Dearborn, Superintendent.

Organized, 1875. Commissioned, 1886.

Superintendents, with dates of service:

Lee Tomlin.....	1873-1881
Robert Duncan.....	1881-1883
N. C. Johnson.....	1883-1888
J. M. Robinson.....	1888-1890
Joseph Johnson.....	1890-1891
J. L. Price.....	1891-1893
James H. Henry.....	1893-
F. D. Churchill.....	1893-1900
J. F. Worsham.....	1900-1902
R. J. Dearborn.....	1902-1904

Principal:

A. G. Cato.

High school teachers and subjects they teach:

A. G. Cato, Mathematics, Latin and Physics.

Virginia Carr, English, Music, Bookkeeping, Physical Geography.

R. J. Dearborn, Botany, History, Physiology.

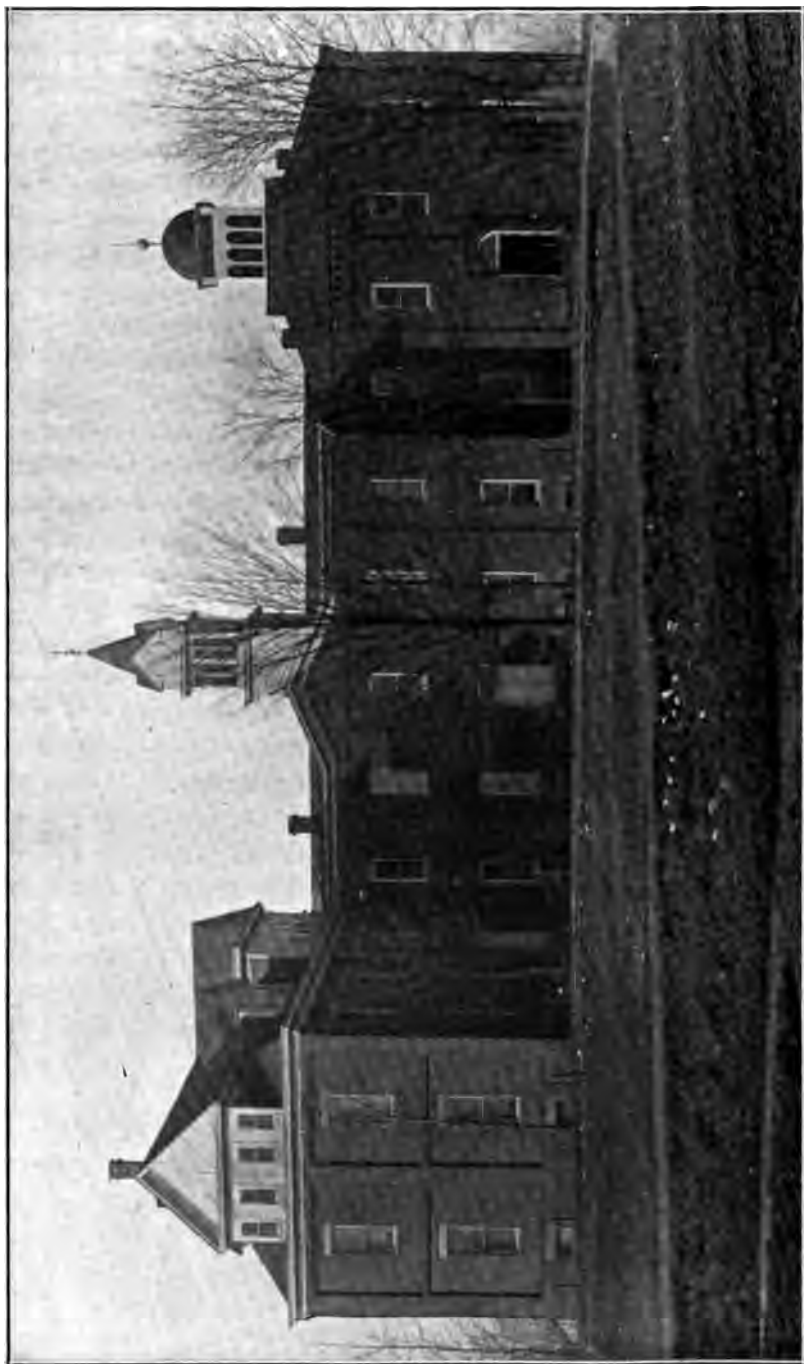
Average yearly salary of high school teachers, including superintendent, \$800.

Training of teachers:

A. G. Cato, A. B., Oakland City College; one term Chicago University; life State license.

Virginia Carr, Ph. B., DePauw University.

R. J. Dearborn, A. B., Indiana University; graduate Indiana State Normal School.



OAKLAND CITY HIGH SCHOOL.

Enrollment in high school.....	69
Total enrollment in grades and high school.....	500
Number of girls graduated last year (1903).....	None
Number of boys graduated last year (1903).....	4
Number in this class that went to college.....	None
Number of graduates since school was organized.....	128
Number of these who have attended college.....	20

ODON HIGH SCHOOL.

F. M. McConnell, Superintendent.

Organized, 1894. Commissioned, 1902.

H. H. Clark.....	1894-1896
S. W. Satterfield.....	1896-1899
Wm. Abel.....	1899-1902
E. W. Bennett.....	1902-1903
F. M. McConnell.....	1903-1904

Principals and assistants:

J. S. Hubbard.....	1896-1897
Charles Brooks.....	1899-1900
J. W. Satterfield.....	1900-1901
E. W. Bennett.....	1901-1902
Clarice Courtney, assistant.....	1901-1902
Edna Scamp, assistant.....	1902-1903
A. T. Mayfield.....	1903-1904
Fannie O'Dell, assistant.....	1903-1904

High school teachers and subjects they teach:

F. M. McConnell, History, Physics, Algebra.
A. T. Mayfield, Latin, Literature, Geometry, Botany.
Fannie O'Dell, Latin, Algebra, Physics.

Average yearly salary of high school teachers, including superintendent, \$506.

Training of teachers:

F. M. McConnell, Indiana State Normal.
A. T. Mayfield, Indiana State Normal.
Fannie O'Dell, Indiana State Normal.

Enrollment in high school.....	42
Total enrollment in grades and high school.....	275
Number of girls graduated last year (1903).....	4
Number of boys graduated last year (1903).....	4
Number in this class that went to college.....	0
Number of graduates since school was organized.....	No record
Number of these who have attended college.....	No record



ODON HIGH SCHOOL.

ORLEANS HIGH SCHOOL.

M. S. Mahan, Superintendent.

Organized, 1866. Commissioned, 1887.

Superintendents, with dates of service:

John M. Bloss.....	1870-
Mr. Allen.....	_____
Mr. Sturgis.....	-1875
J. Ralph Burton.....	1875-1876
J. C. Chilton.....	1880-1881
G. M. Scott.....	1881-1885
F. M. Stalker.....	1885-1886
Mr. Smith.....	_____
Mr. Sutherland.....	_____
Richard Park.....	1887-1888
Mr. Belden.....	_____
J. F. Ingle.....	1890-1896
Robert Troth.....	1896-1898
C. E. Spaulding.....	1898-1902
M. S. Mahan.....	1902-1904

High school teachers and subjects they teach:

M. S. Mahan, Botany, Algebra, Geometry.

Edith Vail, Latin, English, Geometry.

Mabel Graves, English, History, Civics.

Average yearly salary of high school teachers, including superintendent,
\$553.

Training of teachers:

M. S. Mahan, graduate Central Normal College, undergraduate Indiana University.

Edith Vail, graduate Indiana State Normal.

Mabel Graves, undergraduate Indiana University.

Enrollment in high school.....	43
Total enrollment in grades and high school.....	350
Number of girls graduated last year (1903).....	3
Number of boys graduated last year (1903).....	4
Number in this class that went to college.....	None
Number of graduates since school was organized.....	125
Number of these who have attended college.....	25

OXFORD HIGH SCHOOL.

M. F. Orear, Superintendent.

Organized, 1885. Commissioned, 1886.

Superintendents, with dates of service:

Alexander T. Reid.....	1886-1888
Thomas L. Harris.....	1888-1889
M. F. Orear.....	1889-1904

Principals and assistants:

Nora E. Hunter.....	1892-1895
Lura E. Grimes.....	1895-1897
Elizabeth Hewson.....	1897-1900

Mary Meek.

E. G. Sutton.

High school teachers and subjects they teach:

Mary Roberts, Latin.

Selma A. Stempel, English and German.

E. G. Sutton, Mathematics and Science.

M. F. Orear, History.

Average yearly salary of high school teachers, including superintendent, \$618.

Training of teachers:

M. F. Orear, M. L., Mt. Sterling, Ky., College; postgraduate Indiana University, one year.

E. G. Sutton, B. S., Purdue University.

Selma A. Stempel, A. B., from Indiana University.

Mary A. Roberts, A. B., from Indiana University.

Enrollment in high school.....	73
Total enrollment in grades and high school.....	307
Number of girls graduated last year (1903).....	12
Number of boys graduated last year (1903).....	6
Number in this class that went to college.....	4
Number of graduates since school was organized.....	133
Number of these who have attended college.....	42



PAOLI HIGH SCHOOL.

PAOLI HIGH SCHOOL.

J. C. Brown, Superintendent.

Organized, 1873. Commissioned, 1903.

Superintendents, with dates of service:

J. J. Copeland.....1902-1903

Principals and assistants:

Bertha Lingle, principal.

Ivin Batchelor, assistant.

High school teachers and subjects they teach:

J. C. Bown, Mathematics and Literature.

Bertha Lingle, History, Latin, Civics, Literature.

J. W. Simmons, First Mathematics, Physical Geography.

Average yearly salary of high school teachers, including superintendent, \$520.

Training of teachers:

J. C. Brown, graduate Hanover College; special work Chicago University.

Bertha Lingle, graduate Indiana University.

J. W. Simmons, Danville Normal.

Enrollment in high school..... 48

Total enrollment in grades and high school..... 267

Number of girls graduated last year (1903)..... 2

Number of boys graduated last year (1903)..... 4

Number in this class that went to college..... 1

Number of graduates since school was organized..... 153

Number of these who have attended college..... 51

PENDLETON HIGH SCHOOL.

E. D. Allen, Superintendent.

Organized, 1882. Commissioned, 1886.

Superintendents, with dates of service:

P. A. Randall.....1882-1885

A. J. Reynolds.....1885-1887

J. D. White.....1887-1892

E. D. Allen.....1892-1904

Principals and assistants:

H. F. Hunt.

Grace Smith.

G. L. De Vilbiss.

S. B. Walker.

Blanche P. Noel.

High school teachers and subjects they teach:

E. D. Allen, superintendent, Science.

George L. De Vilbiss, principal, Mathematics.

S. B. Walker, English and History.

Blanche P. Noel, Latin and French.

Average yearly salary of high school teachers, including superintendent, \$675.

Training of teachers:

E. D. Allen, B. S., Earlham.

George L. De Vilbiss, A. B., Indiana University.

S. B. Walker.

B. P. Noel, A. B., Butler; A. M., Indiana University.

Enrollment in high school.....	120
Total enrollment in grades and high school.....	400
Graduates in 1903.....	19
Number who went to college.....	6
Total number of graduates.....	237
Number who have attended college.....	40

PENNVILLE HIGH SCHOOL.

J. E. Beeson, Superintendent.

Organized, 1893. Commissioned, 1901.

Superintendents, with dates of service:

W. T. Knox.....1900-1903

J. E. Beeson.....1903-1904

Principals and assistants:

O. O. Emmons.....1900-1901

E. E. Emmons, assistant principal.....1900-1904

Morton Myers.....1901-1903

B. B. Baker.....1903-1904

High school teachers and subjects they teach:

J. E. Beeson, Political Economy, Geometry, History, Physics and English Literature.

B. B. Baker, American Literature, Chemistry, Latin, Geometry, History.

E. E. Emmons, Algebra, Rhetoric, Physical Geography.

Average yearly salary of high school teachers, including superintendent, \$500.

Training of teachers:

J. E. Beeson, Ph. B. and LL. B., DePauw University.

B. B. Baker, A. B. Ohio Normal University.

E. E. Emmons, Marion Normal.

Enrollment in high school.....	38
Total enrollment in grades and high school.....	224
Number of girls graduated last year (1903).....	5
Number of boys graduated last year (1903).....	4
Number in this class that went to college.....	None
Number of graduates since school was organized.....	60
Number of these who have attended college.....	10

PERU HIGH SCHOOL.

A. A. Campbell, Superintendent.

Organized, 1861. Commissioned, —.

Superintendents, with dates of service:

G. G. Manning	1871-1892
R. J. Stratford.....	1892-1898
A. E. Malsbury.....	1898-1901
A. A. Campbell.....	1901-1904

Principals and assistants:

Miss Terry.
 Miss Brown.
 Mr. De Hooper.
 A. J. Dipboye.
 W. E. Henry.
 A. D. Moffett.
 L. E. McCord.
 Mr. Armstrong.
 Victor Hedgepeth.
 H. L. Hall.
 Ross Lockridge.

High school teachers and subjects they teach:

R. F. Lockridge, History.
 A. J. Redman, Science.
 Thos. F. Berry, Latin.
 Lillian Bappert, English.
 Elizabeth Wilson, Mathematics.
 George Demuth, Science and Mathematics.
 Grace Armitage, English.

Average yearly salary of high school teachers, including superintendent.
 \$887.50.

Training of teachers:

A. A. Campbell, University of Michigan.
 R. F. Lockridge, Indiana University.
 A. J. Redmond, Indiana University.
 Elizabeth Wilson, Indiana University.
 Grace Armitage, DePauw University.
 Lillian Bappert, DePauw University.
 George Demuth, DePauw University.
 Thomas Berry, State Normal and Indiana University.

Enrollment in high school.....	230
Total enrollment in grades and high school.....	1,828
Number of girls graduated last year (1903).....	26
Number of boys graduated last year (1903).....	18
Number in this class that went to college.....	7
Number of graduates since school was organized.....	492
Number of these who have attended college.....	60

PETERSBURG HIGH SCHOOL.

Sylvester Thompson, Superintendent.

Organized, 1871. Commissioned, 1902.

Superintendents, with dates of service:

A. M. Bryant.....	1871-1872
J. W. Wilson.....	1872-1874
W. D. McSwain.....	1874-1878
W. H. Link.....	1878-1881
A. C. Crouch.....	1881-1895
W. H. Foreman.....	1895-1901
Sylvester Thompson.....	1901-1904

Principals and assistants:

Sylvester Thompson.
J. H. Risk.
Welman Thrush.
J. N. Risley.
C. A. Coffey.
Walter Frennor.
J. B. Clatz.

High school teachers and subjects they teach:

Sylvester Thompson, Geometry and Physics.
J. H. Risley, Latin, English History, Literature.
C. A. Coffey, Science, Literature and Rhetoric.
Walter Frennor, Algebra.

Average yearly salary of high school teachers, including superintendent.
\$677.50.

Training of teachers:

Sylvester Thompson, B. S., Valparaiso.
J. N. Risley, Indiana University.
C. A. Coffey, Indiana University.
Walter Frennor, undergraduate, Valparaiso.

Number in high school.....	70
Total enrollment in grades and high school.....	603
Number of girls graduated last year (1903).....	1
Number of boys graduated last year (1903).....	1
Number in this class that went to college.....	None
Number of graduates since school was organized.....	75
Number of these who have attended college.....	30

PIERCETON HIGH SCHOOL.

F. F. Vale, Superintendent.

Organized, 1870. Commissioned, 1903.

Superintendents, with dates of service:

C. P. Hodge.....	1870-1872
I. M. Gross.....	1872-1874
O. W. Miller.....	1874-1875
John H. Lewis.....	1875-1876
Mary Sanders.....	1876-1877

M. F. Scott.....	1877-1878
W. J. Spear.....	1878-1881
Frank McAlpine.....	1881-1883
E. J. McAlpine.....	1883-1887
Byron McAlpine.....	1887-1889
H. J. Gardner.....	1889-1890
J. E. McDaniel.....	1890-1892
H. E. Cole.....	1892-1893
Wm. Eisenman.....	1893-1897
Chas. W. Egner.....	1897-1903
F. F. Vale.....	1903-1904
Principals and assistants:	
F. F. Vale.	
Bertha Sweney.	
High school teachers and subjects they teach:	
F. F. Vale, Orthoepey, Civics, Geometry, Algebra, Latin, Bookkeeping, Physics.	
Bertha Sweney, Algebra, History, Composition, Rhetoric, Music, Literature.	
Average yearly salary of high school teachers, including superintendent, \$500.	

Training of teachers:

F. F. Vale, National Normal University.	
Bertha Sweney, undergraduate Indiana State Normal.	
Enrollment in high school.....	37
Total enrollment in grades and high school.....	220
Number of girls graduated last year (1903).....	3
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	1
Number of graduates since school was organized.....	70
Number of these who have attended college.....	7

PLYMOUTH HIGH SCHOOL.

R. A. Randall, Superintendent.

Organized, 1876. Commissioned, 1880.

Superintendents, with dates of service:

R. A. Chase.....	1871-1903
R. A. Randall.....	1903-1904

Principals and assistants:

D. F. Redd.	
Emma Chesney.	
T. B. Carey.	
High school teachers and subjects they teach:	
D. F. Redd, Science.	
Emma Chesney, Language.	
Alice Mertz, English and History.	

Average yearly salary of high school teachers, including superintendent, \$881.

Training of teachers:

D. F. Redd, Ashland, Ohio, two and one-half years; Indiana State Normal, one year; Indiana University, one term.
Indiana University, one term.

Emma Chesney, A. R., Kalamazoo College.

Alice Mertz, Indiana State Normal; A. B., Indiana University.

R. A. Randall, Michigan State Normal; B. S., University of Michigan.

Enrollment in high school.....	118
Total enrollment in grades and high school.....	801
Number of girls graduated last year (1903).....	8
Number of boys graduated last year (1903).....	6
Number in this class that went to college.....	1
Number of graduates since school was organized.....	269
Number of these who have attended college.....	50

PORTLAND HIGH SCHOOL.

Hale Bradt, Superintendent.

Organized, 1876. Commissioned, 1879.

Superintendents, with dates of service:

Mr. Hastings.....	-1878
W. C. Hastings.....	1878-1880
Mr. McAlpine.....	1880-1881
Morgan Caroway.....	1881-1884
W. W. Wirt.....	1884-1887
H. W. Bowers.....	1887-1892
C. L. Hottel.....	1892-1898
J. E. Neff.....	1898-1899
E. F. Dyer.....	1899-1901
J. A. Hill.....	1901-1902
Hale Bradt.....	1902-1904

Principals and assistants:

W. C. Hastings.....	—
Elwood Haynes.....	-1884
Frank Harris.....	1884-1885
K. Van Dermarten.....	1885-1887
C. M. McDaniel.....	1885-1892
G. W. Meckel.....	1892-1893
J. S. Axtell.....	1893-1894
J. E. Neff.....	1894-1898
Mr. Tyler.....	1898-1899
E. W. Griffith.....	1899-1901
H. W. Bowers.....	1901-1902
H. H. Journay.....	1902-1904

High school teachers and subjects they teach:

H. H. Journay, Mathematics.

E. W. Cox, History.

Evelyn Butler, English.

Henrietta Hyslop, Language.

Hale Bradt, Science.

Average yearly salary of high school teachers, including superintendent, \$798.

Training of teachers:

H. H. Jounay, A. B., from Ohio Northern University; also three years as undergraduate student at Indiana University.

E. W. Cox, A.B., from Angola Normal and three years' work done at Indiana University.

Evelyn Butler, A.B., from Butler College; two terms of post graduate work at Chicago University and Wisconsin University.

Henrietta Hyslop, A.B., from Indiana University; two terms of post graduate work.

Enrollment in high school.....	125
Total enrollment in grades and high school.....	1,220
Number of girls graduated last year (1903).....	17
Number of boys graduated last year (1903).....	7
Number in this class that went to college.....	9
Number of graduates since school was organized.....	247
Number of these who have attended college.....	125

PRINCETON HIGH SCHOOL.

Harold Barnes, Superintendent.

Organized, 1871. Commissioned, 1892.

Superintendents, with dates of service:

D. Eckley Hunter.....	1871-1874
A. J. Snoke.....	1874-1890
F. B. Dresslar.....	1890-1891
C. N. Peak.....	1891-1903
Harold Barnes.....	1903-1904

Principals and assistants:

Anna M. Small.
 Lizzie Horney.
 Ella Waldo.
 M. O. Andrews.
 Josephine Bruce.
 John A. Ramsey.
 Lida Powers.
 Ruth Gentry.
 Louisa Koehler.
 S. P. McCrea.
 J. C. Hall.
 T. G. Rees.
 Ida F. Welsh.
 F. B. Dresslar.
 H. W. Monical.
 J. H. Edwards.
 Hiram Huston.
 W. F. Book.
 R. S. Munford.



PORTLAND HIGH SCHOOL.



PRINCETON HIGH SCHOOL.

High school teachers and subjects they teach:

R. S. Munford, principal, Sciences.
 Lillian Carter, Latin and Botany.
 Agnes Bross, German and Latin.
 Madeline Norton, History.
 Forrest E. Lunt, English.
 Margaret Morgan, Mathematics.
 Elma Boyd, Commercial Branches.
 Anna M. Lyndall, Music.

Average yearly salary of high school teachers, including superintendent,
 \$628.33.

Training of teachers:

Roderick S. Munford, A.B., Monmouth College.
 Lillian Carter, A.B., Indiana University.
 Agnes Bross, A.B., Wisconsin University.
 Margaret Morgan, A.B., Ohio Wesleyan.
 Forest E. Lunt, A.B., Tuft's College.
 Madeline Norton, A.B., Indiana University.
 Elma Boyd, graduate Evansville Commercial College.
 Harold Barnes, A.B., Kansas University.

Enrollment in high school.....	179
Total enrollment in grades and high school.....	1,450
Number of girls graduated last year (1903).....	11
Number of boys graduated last year (1903).....	8
Number in this class that went to college.....	8
Number of graduates since school was organized.....	319
Number of those who have attended college.....	Unknown

REDKEY HIGH SCHOOL.

J. E. Orr, Superintendent.

Organized, 1891. Commissioned, 1899.

Superintendents, with dates of service:

W. L. Morgan.....	1893-1895
W. A. Wirt.....	1895-1897
George E. Dee.....	1897-1898
W. D. Chambers.....	1898-1900
J. E. Orr.....	1900-1904

Principals and assistants:

W. A. Wirt.
 George E. Dee.
 G. V. Chenoweth.
 C. E. Wilson.
 N. W. Bortner.

High school teachers and subjects they teach:

J. E. Orr, Latin, Geometry, English, History.
 H. W. Bortner, Algebra, Geometry, History, English, Science.

Average yearly salary of high school teachers, including superintendent,
 \$600.

Training of teachers:

J. E. Orr, A.B., Central Normal, Danville, and undergraduate University of Chicago.

H. W. Bortner, undergraduate Central Normal College, Danville, Ind.

Enrollment in high school.....	36
Total enrollment in grades and high school.....	421
Number of girls graduated last year (1903).....	4
Number of boys graduated last year (1903).....	0
Number in this class that went to college.....	1
Number of graduates since school was organized.....	37
Number of these who have attended college.....	Unknown

REMINGTON HIGH SCHOOL.

J. N. Spangler, Superintendent.

Organized, 1875. Commissioned, 1888.

Superintendents, with dates of service:

L. N. Fouts.....	1884-1887
J. C. Dickerson.....	1887-1892
Alfred H. Belden.....	1892-1893
Wm. R. Murphy.....	1893-1901
M. R. Marshall.....	1901-1903
J. N. Spangler.....	1903-1904

Principals and assistants:

J. N. Spangler.....	1889-1890
Mary A. Johnson.....	1890-1892
Wm. R. Murphy.....	1892-1893
R. M. Vanatta.....	1893-1895
Mark Helm.....	1895-1896
John N. Johnson.....	1896-1898
M. R. Marshall.....	1898-1901
George E. Mitchell.....	1901-1903
Ira B. Rinker.....	1903-1904

High school teachers and subjects they teach:

J. N. Spangler, Geometry, Botany and Algebra.

Ira P. Rinker, English, Chemistry and Bookkeeping.

Louise Ford, History and Latin.

Average yearly salary of high school teachers, including superintendent, \$638.

Training of teachers:

J. N. Spangler, A.B. from Indiana University, and A.M. from University of Illinois.

I. P. Rinker, A.B., Indiana University.

Louise Ford, A.B., Earlham College.

Enrollment in high school.....	47
Total enrollment in grades and high school.....	255
Number of girls graduated last year (1903).....	6
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	2
Number of graduates since school was organized.....	127
Number of these who have attended college.....	40

RENSSELAER HIGH SCHOOL.

W. H. Sanders, Superintendent.

Organized, 1877. Commissioned, 1885.

Superintendents, with dates of service:

G. W. Allen.....	1877-1880
Wm. D. M. Hooper.....	1880-1882
C. P. Mitchell.....	1882-1884
P. N. Kirsch.....	1884-1885
F. W. Reubelt.....	1885-1890
H. L. Wilson.....	1890-1892
E. W. Bohannon.....	1892-1895
W. H. Sanders.....	1895-1904

Principals and assistants:

Margaret Hill.
 Edgar Taylor.
 H. L. Wilson.
 S. E. Sparling.
 Harry O. Wise.
 E. W. Retger.
 A. H. Purdue.
 Thomas Large.
 E. O. Holland.
 I. U. Warren.
 Wm. T. McCoy.
 W. O. Hiatt.

High school teachers and subjects they teach:

W. O. Hiatt, principal. Mathematics and Physics.
 T. J. Headlee, Science.
 E. E. Brooks, Mathematics.
 H. H. Bass, History.
 Helen Wasson, English and Latin.
 Effie Warvelle, English.
 Maude E. Allen, Latin and German.

Average yearly salary of high school teachers, including superintendent,
 \$769.37.

Training of teachers:

W. H. Sanders, M.A., Indiana University.
 W. O. Hiatt, A.B., Indiana University.
 T. J. Headlee, A.M., Indiana University.
 E. E. Brooks, graduate State Normal.
 Miss Maude E. Allen, A.B., Michigan University.
 Miss Effie Warvelle, B.S., University of Chicago.
 Miss Helen Wasson, graduate State Normal.
 Mr. H. H. Bass, M. A., Wisconsin University.

Enrollment in high school.....	100
Total enrollment in grades and high school.....	650
Number of girls graduated last year (1903).....	14
Number of boys graduated last year (1903).....	6
Number in this class that went to college.....	2
Number of graduates since school was organized.....	213
Number of these who have attended college.....	113



REMINGTON HIGH SCHOOL.

RISING SUN HIGH SCHOOL.

R. L. Thiebaud, Superintendent.

Organized, 1875. Commissioned, 1889.

Superintendents, with dates of service:

P. P. Stultz.....	1875-1882
S. S. Overholt.....	1882-1885
E. E. Stevenson.....	1885-1892
J. B. Evans.....	1892-1895
W. S. Rowe.....	1895-1899
R. L. Thiebaud.....	1899-1904

Principal and assistant:

Perry Canfield, principal.

E. Burke Elfers, assistant principal.

High school teachers and subjects they teach:

R. L. Thiebaud, superintendent, Latin and Geometry.

Perry Canfield, principal, English, Science and Latin.

E. Burke Elfers, assistant principal, History, Algebra and English.

Average yearly salary of high school teachers, including superintendent,
\$680.

Training of teachers:

R. L. Thiebaud, superintendent, Normal Training, two years; University, two terms; Moores Hill College, one term.

Perry Canfield, principal, two years, college.

E. B. Elfers, assistant principal, university, four years.

Enrollment in high school.....	80
Total enrollment in grades and high school.....	380
Number of girls graduated last year (1903).....	8
Number of boys graduated last year (1903).....	5
Number in this class that went to college.....	3
Number of graduates since school was organized.....	248
Number of these who have attended college.....	72

RICHMOND HIGH SCHOOL.

T. A. Mott, Superintendent.

Organized, 1864. Commissioned, —.

Superintendents, with dates of service:

Josiah H. Hurty.....	1855-1857
William D. Henkle.....	1857-1858
George H. Grant.....	1858-1860
George P. Brown.....	1860-1864
Jesse H. Brown.....	1864-1865
Wm. A. Bell.....	1865-1867
George P. Brown.....	1867-1869
James McNeill.....	1869-1873
John Cooper.....	1873-1881
Jacob A. Zeller.....	1881-1884
Justin Study.....	1884-1896
T. A. Mott.....	1896-1904

High school teachers and subjects they teach:

D. R. Ellabargar, principal, Department of Mathematics.

Bertha E. Hawkins, Mathematics.

F. L. Torrence, Mathematics.

Carolina Stahl, Department of German.

Elma Nolte, Latin and German.

M. A. Stubbs, Department of Latin.

W. A. Fiske, Department of Physical Sciences.

Katherine F. Schaefer, English and Physical Sciences.

J. F. Thompson, Department of Biological Sciences.

C. Augusta Mering, Department of English.

W. S. Davis, Department of History.

Carrie Price, Department of Drawing.

Will Earhart, Department of Music.

Average yearly salary of high school teachers, including superintendent, \$993.56.

Training of teachers:

Daniel R. Ellabarger, A. B., principal, Indiana State University.

Mary A. Stubbs, A.M., Earlham College.

Carolina Stahl, studied in Europe.

Elma L. Nolte, Ph.B., Earlham College.
 C. Augusta Mering, A.M., Earlham College.
 W. S. Davis, A.M., Chicago University and DePauw College.
 Elizabeth Comstock, B.L., Indiana State University.
 J. F. Thompson, M.S., Adrian, Mich.
 W. A. Fiske, A.M., DePauw University.
 Katherine F. Schaefer, A.B., Indiana State University.
 Bertha E. Hawkins, A.M., Indiana State University.
 Caroline B. Price, graduate Massachusetts Normal Art College.
 Will Earhart, studied in Europe.

Enrollment in high school.....	359
Total enrollment in grades and high school.....	2,955
Number of girls graduated last year (1903).....	11
Number of boys graduated last year (1903).....	9
Number in this class that went to college.....	8
Number of graduates since school was organized.....	588
Number of these who have attended college.....	100



RICHMOND HIGH SCHOOL.

ROACHDALE HIGH SCHOOL.

Charles W. Dodson, Superintendent.

Organized, 1894. Commissioned, 1902.

Superintendents, with dates of service:

Edwin C. Dodson.....	1901-1903
Chas. W. Dodson.....	1903-1904

Principal and assistant:

Nora Lockridge, principal.

Charles McGaughey, assistant.

High school teachers and subjects they teach:

Chas. W. Dodson, Mathematics and Science.

Nora Lockridge, Latin, English and Literature.

Chas. McGaughey, History.

Average yearly salary of high school teachers, including superintendent.
\$533.33.

Training of teachers:

Charles W. Dodson, Indiana State Normal; Chicago University.

Nora Lockridge, two years' preparatory work, DePauw.

Charles McGaughey, DePauw, two years.

Enrollment in high school.....	64
Total enrollment in grades and high school.....	231
Number of girls graduated last year (1903).....	7
Number of boys graduated last year (1903).....	1
Number in this class that went to college.....	4
Number of graduates since school was commissioned.....	13
Number of these who have attended college.....	6



ROACHDALE HIGH SCHOOL.

ROANN HIGH SCHOOL.

J. C. Reynolds, Superintendent.

Organized, 1877. Commissioned, 1895.

Superintendents, with dates of service:

Noble Harter	1893-1895
Thos. Berry	1895-1897
Henry Hippensted	1897-1899
William Eisenman	1899-1900
Clyde L. Wagoner.....	1900-1901
H. F. Black.....	1901-1902
J. C. Reynolds.....	1902-1904

Principals and assistants:

Emerson Clayton.
 Ira Ourabaugh.
 U. R. Young.
 H. F. Black.
 J. D. DeHuff.
 A. I. Rehm.
 C. W. Botkin.

High school teachers and subjects they teach:

J. C. Reynolds, History and Physical Geography.
 A. I. Rehm, Latin and English.
 C. W. Botkin, Mathematics and Science.

Average yearly salary of high school teachers, including superintendent,
\$616.66 $\frac{2}{3}$.

Training of teachers:

College and normal training, all.

Enrollment in high school.....	54
Total enrollment in grades and high school.....	247
Number of girls graduated last year (1903).....	3
Number of boys graduated last year (1903).....	2
Number of graduates since school was organized.....	70
Number of these who have attended college.....	33

ROANOKE HIGH SCHOOL.

Will T. Lambert, Superintendent.

Organized, 1893. Commissioned, 1904.

Superintendents, with dates of service:

Thomas Large	1893-1894
C. D. Brock.....	1894-1900
Will T. Lambert.....	1900-1904

Principal:

W. F. Huston.

High school teachers and subjects they teach:

W. F. Huston, Algebra, English, History, Civics, Botany.

Will T. Lambert, Latin, Geometry, Physics.

Average yearly salary of high school teachers, including superintendent,
\$600.

Training of teachers:

W. F. Huston, graduate State Normal.

Will T. Lambert, undergraduate Earlham College.

Enrollment in high school.....	41
Total enrollment in grades and high school.....	225
Number of girls graduated last year (1903).....	5
Number of boys graduated last year (1903).....	0
Number in this class that went to college.....	1
Number of graduates since school was organized.....	40
Number of these who have attended college.....	11



ROANN HIGH SCHOOL.

ROCHESTER HIGH SCHOOL.

D. T. Powers, Superintendent.

Organized, 1876. Commissioned, 1884.

Superintendents, with dates of service:

W. J. Williams.....	1872-1881
W. H. Ward.....	1881-1882
James F. Scull.....	1882-1903
D. T. Powers.....	1903-1904

Principal and assistant:

O. A. Johnson, principal.

High school teachers and subjects they teach:

O. A. Johnson, Science.

Annette Powers, History and Mathematics.

Margaret Hines, English.

Mary B. Denny, Latin and German.

Average yearly salary of high school teachers, including superintendent, \$853.

Training of teachers:

D. T. Powers, Indiana State Normal; Indiana State University.

O. A. Johnson, Junior Indiana State University; graduate of Valparaiso College.

Annette Powers, graduate Indiana State Normal.

Margaret Hines, graduate Indiana State Normal.

Mary B. Denny, graduate DePauw University.

Enrollment in high school..... 102

Total enrollment in grades and high school..... 654

Number of girls graduated last year (1903)..... 2

Number of boys graduated last year (1903)..... 7

Number in this class that went to college..... 2

The colleges to which these went with number of each:

Rochester Normal College..... 1

Purdue University 1

Number of graduates since school was organized..... 179

Number of these who have attended college..... 35

ROCKPORT HIGH SCHOOL.

F. S. Morgenthaler, Superintendent.

Organized, unknown. Commissioned, 1902.

Superintendents, with dates of service:

A. H. Kennedy.....	1878-1889
Virgil McKnight	1889-1891
J. H. Tomlin.....	1891-1894
F. S. Morgenthaler.....	1894-1904

Principals and assistants:

J. H. B. Logan.

C. L. Pulliam.

H. L. Hall.

O. P. Foreman.

G. P. Weedman.

J. P. Richards.

High school teachers and subjects they teach:

J. P. Richards, Science and Literature.

Helen Morgan, Mathematics.

Agnes McCreary, Latin and English.

Average yearly salary of high school teachers, including superintendent,
\$713.75.

Training of teachers:

F. S. Morgenthaler, Indiana State Normal and student Chicago University.

J. P. Richards, Indiana State Normal, Taylor University.

Helen Morgan, Bethany College, Kansas.

Agnes McCreary, Oberlin, O.

Enrollment in high school.....	90
Total enrollment in grades and high school.....	671
Number of girls graduated last year (1903).....	6
Number of boys graduated last year (1903).....	6
Number in this class that went to college.....	5
Number of graduates since school was organized.....	236
Number of these who have attended college.....	61



ROCHESTER NORMAL UNIVERSITY AND ROCHESTER TOWNSHIP
 HIGH SCHOOL.

•ROCKVILLE HIGH SCHOOL.

O. H. Blossom, Superintendent.

Organized, 1876. Commissioned, 1890.

Superintendents, with dates of service:

Mr. Craig.....	1876-1888
L. H. Hadley.....	1888-1892
John A. Miller.....	1892-1893
J. N. Spangler.....	1893-1896
J. F. Thornton.....	1896-1902
O. H. Blossom.....	1902-1904

Principal and assistants:

Miss H. Hinkle.
 Clara Van Nuys.
 Georgia Byer.
 Della Brown.
 Georgia Bowman.
 Lillian Snyder.
 O. H. Blossom.
 May Walmsley.

High school teachers and subjects they teach:

O. H. Blossom, superintendent, Science.
 May Walmsley, principal, History, English, German.
 Nellie F. Walker, Latin and Mathematics.
 Mary Sandburg, English and Music.

Average yearly salary of high school teachers, including superintendent,
 \$695.

Training of teachers:

O. H. Blossom, A.B., Indiana University.
 May Walmsley, A.B., Michigan University.
 Nellie Walker, A.B., DePauw University.
 Mary Sandburg, undergraduate of Chicago University.

Enrollment in high school.....	100
Total enrollment in grades and high school.....	450
Number of girls graduated last year (1903).....	9
Number of boys graduated last year (1903).....	5
Number in this class that went to college.....	6
Number of graduates since school was organized.....	226
Number of these who have attended college.....	75

RUSHVILLE HIGH SCHOOL.

A. G. McGregor, Superintendent.

Organized, 1869. Commissioned, 1900.

Superintendents, with dates of service:

David Graham.....	1869-1883
Cyrus W. Hodgin.....	1883-1884
James Baldwin.....	1884-1886
E. H. Butler.....	1888-1893
Samuel Abercrombie.....	1893-1900
A. G. McGregor.....	1900-1904

Principals and assistants:

Mrs. R. A. Moffett.....	1872-1886
Mary Henley	1886-1888
Mary D. Reid.....	1888-1889
Samuel Abercrombie.....	1889-1893
Mr. Masters.....	1893-
Anna B. Collins.....	1893-1895
W. C. Barnhart.....	1895-1900
H. B. Wilson.....	1900-1903

High school teachers and subjects they teach:

A. F. Stewart, Mathematics.
Martha B. Lacy, History and German.
Winifred Muir, English.
T. A. Cralg, Science.
Inez Abbott, Latin.

Average yearly salary of high school teachers, including superintendent,
\$764.

Enrollment in high school.....	151
Total enrollment in grades and high school.....	845
Number of girls graduated last year (1903).....	9
Number of boys graduated last year (1903).....	9
Number in this class that went to college.....	4
Number of graduates since school was organized.....	296
Number of these who have attended college.....	70



SALEM HIGH SCHOOL.

SALEM HIGH SCHOOL.

Lotus D. Coffman, Superintendent.

Organized, 1872. Commissioned, 1881.

Superintendents, with dates of service:

James G. May.....	1872-1874
William Russell.....	1874-1877
J. A. Wood.....	1877-1885
Isaac Bridgman.....	1885-1889
W. S. Almond.....	1889-1893
Charles E. Morris.....	1893-1898
H. B. Wilson.....	1898-1902
L. D. Coffman.....	1902-1904

Principals and assistants:

A. B. Wright, principal.

High school teachers and subjects they teach:

A. B. Wright, principal, Mathematics and Science.

Myrtle E. Mitchell, English and History.

L. L. Hall, Latin, Science, Mathematics.

Grace Sutherlin, English I and Eighth Grade.

L. D. Coffman, Latin and Mathematics.

Average yearly salary of high school teachers, including superintendent.
\$684.

Training of teachers:

Lotus D. Coffman, graduate Indiana State Normal and undergraduate in Chicago and Indiana Universities.

A. B. Wright, one year in Franklin College, graduate of Indiana State Normal; undergraduate at Indiana University.

Myrtle E. Mitchell, A.B., Indiana University.

L. L. Hall, Indiana State Normal.

Grace Sutherlin, Junior at Indiana State Normal.

Enrollment in high school.....	105
Total enrollment in grades and high school.....	488
Number of girls graduated last year (1903).....	7
Number of boys graduated last year (1903).....	4
Number in this class that went to college.....	4
Number of graduates since school was organized.....	201
Number of these who have attended college.....	89

SEYMOUR HIGH SCHOOL.

H. C. Montgomery, Superintendent.

Organized, 1870. Commissioned, 1878.

Superintendents, with dates of service:

J. C. Housekeeper.....	1870-1872
J. W. Caldwell.....	1872-1880
W. S. Wood.....	1880-1892
H. C. Montgomery.....	1892-1904

Principals and assistants:

Elizabeth Granel.
J. M. Caress.
H. C. Montgomery.
Ada Frank.
T. E. Sanders.
J. E. Graham.
Frances Branaman.

High school teachers and subjects they teach:

J. E. Graham, History and Civics.
Frances Branaman, Science and Mathematics.
Katherine B. Jackson, German and Algebra.
Anna L. Hancock, Latin and Electives.
Agnes L. Andrews, English Literature.
Elenthera V. Davison, Composition and History.

Average yearly salary of high school teachers, including superintendent.
\$800.

Training of teachers:

H. C. Montgomery, A.B., Hanover College; A.M., University of Michigan.
J. E. Graham, graduate Central Normal College; Butler College, one year.
Frances Branaman, several years at Indiana University and other colleges.
Katherine B. Jackson, student Indiana University, and one year Berlin, Germany.
Anna L. Hancock, A.B., Indiana University.
Agnes L. Andrews, A.B., the Western College Oxford O.
Elenthera V. Davison, A.B., the Western College, Oxford O.

Enrollment in high school.....	150
Total enrollment in grades and high school.....	1,200
Number of girls graduated last year (1903).....	7
Number of boys graduated last year (1903).....	10
Number in this class that went to college.....	4
Number of graduates since school was organized.....	323
Number of these who have attended college.....	65

SHELBYVILLE HIGH SCHOOL.

J. H. Tomlin, Superintendent.

Organized, 1864. Commissioned, 1882.

Superintendents, with dates of service:

L. C. Page.....	1875-1882
W. H. Fertich.....	1882-1887
J. C. Eagle.....	1887-1894
J. H. Tomlin.....	1894-1904

No exact data prior to 1875.

Principals and assistants:

D. O. Coate, principal high school.

High school teachers and subjects they teach:

D. O. Coate, principal and general assistant.

Janle Deming, Science.

Clara J. Mitchell, History and English.

Mary L. Isley, Mathematics.

J. H. Henke, Latin.

Average yearly salary of high school teachers, including superintendent,
\$946.

Training of teachers:

D. O. Coate, A.B., Indiana University.

Clara J. Mitchell, A.B., Indiana University.

J. H. Henke, A.B., Indiana University.

Enrollment in high school.....	178
Total enrollment in grades and high school.....	1,698
Number of girls graduated last year (1903).....	6
Number of boys graduated last year (1903).....	7
Number in this class that went to college.....	4
Number of graduates since school was organized.....	304
Number of these who have attended college.....	25%



SHELBYVILLE HIGH SCHOOL.

SHOALS HIGH SCHOOL.

O. H. Griest, Superintendent.

Organized, 1892. Commissioned, 1898.

Superintendents, with dates of service:

W. V. Moffett.
 G. W. Wright.
 W. B. Houghton.
 Z. B. Leonard.
 W. A. Myers.
 W. A. Bowman.
 O. H. Griest,

Principals and assistants:

J. M. Twitty.
 Mrs. Z. B. Leonard.
 Marguerite Meyer.
 Mabel Yenne.

High school teachers and subjects they teach:

O. H. Griest, Mathematics, Science, Advanced Latin.
 Mabel Yenne, Beginning Latin, Literature and History.

Average yearly salary of high school teachers, including superintendent,
 \$640.

Training of teachers:

O. H. Griest, Wabash.
 Mabel Yenne, Ph.D., DePauw.

Enrollment in high school.....	30
Total enrollment in grades and high school.....	288
Number of girls graduated last year (1903).....	1
Number of boys graduated last year (1903).....	1
Number in this class that went to college.....	0
Number of graduates since school was organized.....	35
Number of these who have attended college.....	15

SHERIDAN HIGH SCHOOL.

Abraham Bowers, Superintendent.

Organized, 1887. Commissioned, first 1897; last, 1902.

Superintendents, with dates of service:

T. L. Harris.....	1887-1888
C. A. Peterson.....	1888-1892
David Wells.....	1892-1895
M. H. Stuart.....	1895-1899
C. L. Mendenhall.....	1899-1903
Abraham Bowers.....	1903-1904

Principals and assistants:

W. B. Shoemaker, principal high school.
 Jesse L. Harvey, principal First Ward grade schools.
 Miss Daisy Tipton, principal Second Ward grade schools.

High school teachers and subjects they teach:

Abraham Bowers, superintendent, German A and B, Caesar.

W. B. Shoemaker, English History, Algebra, Geometry, Physics, Sociology.

W. H. Hill, Latin, Physiography, English, Bookkeeping.

Miss Katherine Hoffman, English, Cicero, Algebra.

George W. Scott, Civil Government, Advanced Arithmetic, Ancient History.

T. S. Harris, Lecturer in American History.

Average yearly salary of high school teachers, including superintendent, \$527.45.

Training of teachers:

Abraham Bowers, superintendent, University of Chicago, 5 years.

W. B. Shoemaker, A.B., principal high school, Indiana University.

W. H. Hill, graduate Indiana State Normal.

George W. Scott, various normals, course incomplete.

T. L. Harris, A.B., Harvard University, University of Indiana.

Miss Katherine Hoffman, Sheridan High School.

Enrollment in high school.....	141
Total enrollment in grades and high school.....	675
Number of girls graduated last year (1903).....	2
Number of boys graduated last year (1903).....	6
Number in this class that went to college.....	0
Number of graduates since school was organized.....	116
Number of these who have attended college.....	43



SHERIDAN HIGH SCHOOL.

SOUTH BEND HIGH SCHOOL.

Calvin Moon, Superintendent.

Organized, 1867. Commissioned, 1888.

Superintendents, with dates of service:

Daniel Eyre.....	1867-1869
L. E. Denslow.....	1869-1870
W. K. Kidd.....	1870-1871
David A. Ewing.....	1871-1876
Alfred Kummer.....	1876-1879
James DuShane.....	1879-1891
Calvin Moon.....	1891-1894

Principals:

Daniel Eyre.....	1867-1869
L. E. Denslow.....	1869-1870
W. K. Kidd.....	1870-1871
Benjamin Wilcox.....	1871-1875
James DuShane.....	1875-1878
Alfred Kummer.....	1878-1879
Charles H. Bartlett.....	1879-1890
Eugene F. Lohr.....	1890-1893
Stuart MacKibben.....	1893-1895
Mary L. Hinsdale.....	1895-1897
John M. Culver.....	1897-1898
Dumont Lotz.....	1898-1901
Chas. H. Bartlett.....	1901-1904

High school teachers and subjects they teach:

Chas. H. Bartlett, principal (does not hear any recitations).
Esse B. Dakin, Mathematics.
Calvin O. Davis, History.
Thekla Sack, German.
Katherine Campbell, Latin.
Lillian Brownfield, English.
Ernest I. Kizer, Chemistry and Physics.
Clara Cunningham, Botany and Physical Geography.
Miriam Dunbar, Assistant in English and Mathematics.
Elisha M. Hartman, Assistant in Latin and History.
Ethel Montgomery, Assistant in Science.
Dora I. Keller, Assistant in English.
O. Odell Whitenack, Assistant in Mathematics.
Mae Miller, Assistant in English and History.

Average yearly salary of high school teachers, including superintendent,
\$1,018.81.

Training of teachers:

Calvin Moon, superintendent, 3 years' course V. M. and F. College, Valparaiso College.
Chas. H. Bartlett, principal, A.B. and M.A., Wabash College, 4 years at Wabash.
Esse Bissell Dakin, B.S., Cornell University, 4 years.

Calvin Olin Davis, A.B., University of Michigan, 4 years, and has done two-thirds of required work for M.A. degree.

Lillian Brownfield, 4 years at DePauw, 2 years correspondence work at Chicago University. Will take M.A. this spring (1904) at Ohio Wesleyan.

Miriam Dunbar, B.S. (in Biology), Michigan University, 4 years; 1 term at summer school, University of Chicago.

Katherine Campbell, A.B., Michigan University, 3 years.

Dora I. Keller, A.B. and M.A., University of Michigan, 5 years.

Ernest I. Keller, B.S. (general science), 3 years at Purdue.

Ethel Montgomery, B.S. and M.S., Purdue University, 3 years' resident work.

Clara Cunningham, B.S. and M.S., Purdue University, 5 years.

E. M. Hartman, M.L., University of Michigan, 5 years.

O. O. Whitenack, A.B., Indiana University, 1897, 2 years post-graduate work.

Mrs. W. E. Miller, 3 years in University of Chicago; A.M. degree in resident work, but never wrote the thesis.



SOUTH BEND HIGH SCHOOL.

Enrollment in high school.....	413
Total enrollment in grades and high school.....	5,400
Number of girls graduated last year.....	29
Number of boys graduated last year (1903).....	11
Number in this class that went to college.....	14
Number of graduates since school was organized.....	525
Number of these who have attended college.....	121

SOUTH WHITLEY HIGH SCHOOL.

J. W. Coleberd, Superintendent.

Organized, 1886. Commissioned, 1899.

Superintendents, with dates of service:

G. M. Naber.....	1884-1887
L. H. Price.....	1887-1889
J. E. Merriman.....	1889-1891
G. H. Tapy.....	1891-1899
O. H. Bowman.....	1899-1903
J. W. Coleberd.....	1903-1904

Principals:

Adele Bond.....	1895-1896
I. T. Metz.....	1896-1897
Mrs. Bessie Perry.....	1897-1900
H. B. Church.....	1900-1903
E. K. Chapman.....	1903-1904

Assistants:

Mrs. G. H. Tapy.....	1894-1895
Alice Whitman.....	1896-1897
C. E. Weybright.....	1897-1903
Mary C. Strickler.....	1903-1904

High school teachers and subjects they teach:

Miss Mary C. Strickler, English and History.
E. K. Chapman, Mathematics and Science.
J. W. Coleberd, Latin.

Average yearly salary of high school teachers, including superintendent,
\$572.80.

Training of teachers:

Miss Mary C. Strickler, Ph.B., Northwestern University.
E. K. Chapman, A.B., Oberlin.
J. W. Coleberd, Ph.B., Wooster.

Enrollment in high school.....	95
Total enrollment in grades and high school.....	257
Number of girls graduated last year (1903).....	5
Number of boys graduated last year (1903).....	7
Number in this class that went to college.....	0
Number of graduates since school was organized.....	111
Number of these who have attended college.....	28

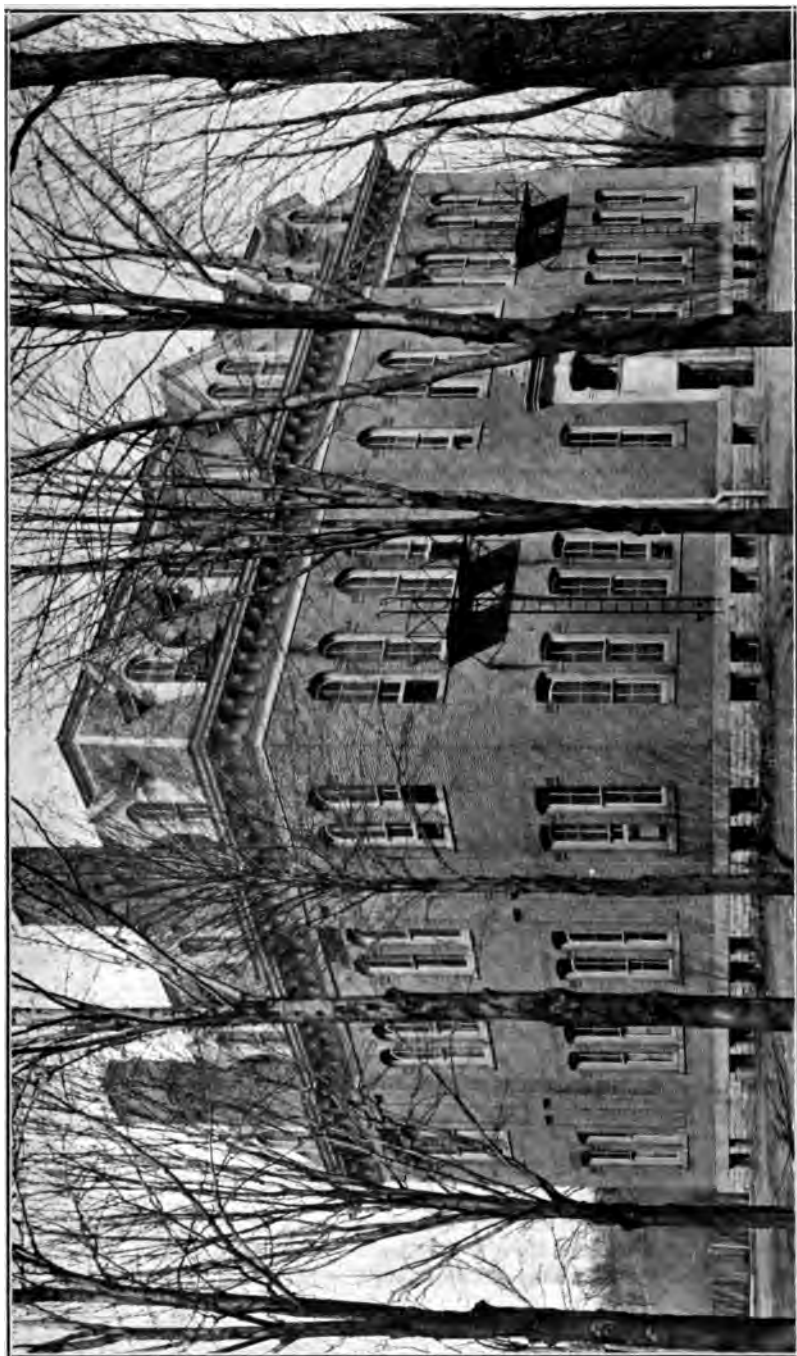
SPENCER HIGH SCHOOL.

A. L. Whitmer, Superintendent.

Organized, 1872. Commissioned, 1884.

Superintendents, with dates of service:

W. B. Wilson.....	1871-1874
Mrs. Celia Hunt.....	1874-1881
S. E. Harwood.....	1881-1887
Frank E. Anderson.....	1887-1888
Harvey Lautz.....	1888-1891



SPENCER HIGH SCHOOL.

SOUTH WHITLEY HIGH SCHOOL.

J. W. Coleberd, Superintendent.

Organized, 1886. Commissioned, 1899.

Superintendents, with dates of service:

G. M. Naber.....	1884-1887
L. H. Price.....	1887-1889
J. E. Merriman.....	1889-1891
G. H. Tapy.....	1891-1899
O. H. Bowman.....	1899-1903
J. W. Coleberd.....	1903-1904

Principals:

Adele Bond.....	1895-1896
I. T. Metz.....	1896-1897
Mrs. Bessie Perry.....	1897-1900
H. B. Church.....	1900-1903
E. K. Chapman.....	1903-1904

Assistants:

Mrs. G. H. Tapy.....	1894-1895
Allee Whitman.....	1896-1897
C. E. Weybright.....	1897-1903
Mary C. Strickler.....	1903-1904

High school teachers and subjects they teach:

Miss Mary C. Strickler, English and History.
E. K. Chapman, Mathematics and Science.
J. W. Coleberd, Latin.

Average yearly salary of high school teachers, including superintendent,
\$572.80.

Training of teachers:

Miss Mary C. Strickler, Ph.B., Northwestern University.
E. K. Chapman, A.B., Oberlin.
J. W. Coleberd, Ph.B., Wooster.

Enrollment in high school.....	95
Total enrollment in grades and high school.....	257
Number of girls graduated last year (1903).....	5
Number of boys graduated last year (1903).....	7
Number in this class that went to college.....	0
Number of graduates since school was organized.....	111
Number of these who have attended college.....	28

SPENCER HIGH SCHOOL.

A. L. Whitmer, Superintendent.

Organized, 1872. Commissioned, 1884.

Superintendents, with dates of service:

W. B. Wilson.....	1871-1874
Mrs. Celia Hunt.....	1874-1881
S. E. Harwood.....	1881-1887
Frank E. Anderson.....	1887-1888
Harvey Lautz.....	1888-1891



SPENCER HIGH SCHOOL.

Renos Richards.....	1891-1897
Fred L. Pochin.....	1897-1900
A. L. Whitmer.....	1900-1904
Principals and assistants:	
Mrs. Celia Hunt.	
Lora Sarchet.	
Nancy White.	
Lou Abraham.	
L. Brown.	
Robt. Spear.	
R. J. Aley.	
Martha Ridpath.	
Eva Tarr.	
Chas. W. Egnor.	
Helen Cunningham.	
Chas. Zaring.	
Ed. Oden.	
Alice Milligan.	
Cora Spears.	
Milton Gantz.	
Frank Hughes.	
W. I. Early.	
Jacob Kinney.	
C. D. Mead.	
Assistant principals of high school:	
Hattie Elliott.	
O. P. Robinson.	
C. D. Mead.	
Harry A. Miller.	
Florence L. Richards.	
High school teachers and subjects they teach:	
Florence Richards, Science and Mathematics.	
C. D. Mead, Literature and History.	
A. L. Whitmer, History and Latin.	
Average yearly salary of high school teachers, including superintendent, \$690.	
Training of teachers:	
Florence Richards, Ph.B., Northwestern University.	
C. D. Mead, principal, Ph.B., DePauw University.	
A. L. Whitmer, A.M., Indiana University.	
Enrollment in high school.....	93
Total enrollment in grades and high school.....	468
Number of girls graduated last year (1903).....	2
Number of boys graduated last year (1903).....	11
Number in this class that went to college.....	5
Number of graduates since school was organized.....	221
Number of these who have attended college.....	97



SUMMITVILLE HIGH SCHOOL.

A. C. Woolley, Superintendent.

Organized 1894. Commissioned, 1898.

Superintendents, with dates of service:

Orin E. Walker.....	1894-1897
Thomas Smith.....	1897-1900
A. C. Woolley.....	1900-1904

Principals and assistants:

Wm. H. Traster.....	1896-1897
A. C. Woolley.....	1897-1900
C. E. Greene.....	1900-1904

High school teachers and subjects they teach:

A. C. Woolley, Algebra, Geometry, Arithmetic, Bookkeeping.
C. E. Greene, Latin, Physics, Chemistry, Ancient History.
Katherine Griffin, German, English, English and United States History.

Average yearly salary of high school teachers, including superintendent,
\$616.66 $\frac{2}{3}$.

Training of teachers:

A. C. Woolley, A.B., from Indiana University, 1897; also graduate Indiana State Normal School, 1893.
C. E. Greene, graduate Indiana State Normal School, 1897; also student Indiana University 1 term.
Katherine Griffin, A. B., Butler College, 1903; also student Chicago University, half year.

SWAYZEE HIGH SCHOOL.

Elmer E. Petty, Superintendent.

Organized, September, 1898. Commissioned, September, 1902.

Superintendents, with dates of service:

O. D. Clawson.....	1898-1901
C. S. Stubbs.....	1901-1903
E. E. Petty.....	1903-1904

Principals and assistants:

E. E. Heeter, principal.

T. B. Loer, assistant.

High school teachers and subjects they teach:

E. E. Petty, History, Botany, Physical Geography and Literature.

W. E. Rauch, Music.

E. E. Heeter, Mathematics, Latin, Chemistry, Physics.

T. B. Loer, Rhetoric.

Average yearly salary of high school teachers, including superintendent,
\$566.

Training of teachers:

Superintendent Elmer E. Petty, graduate Indiana State Normal
School and Indiana State University.

E. E. Heeter, undergraduate Chicago University.

Enrollment in high school.....	42
Total enrollment in grades and high school.....	250
Number of girls graduated last year (1903).....	1
Number of boys graduated last year (1903).....	1
Number in this class that went to college.....	0
Number of graduates since school was organized.....	4
Number of these who have attended college.....	1

TERRE HAUTE HIGH SCHOOL.

Wm. H. Wiley, Superintendent.

Organized, 1863. Commissioned, 1873.

Superintendents, with date of service:

Wm. M. Ross.....	1853-1854
James H. Moore.....	1860-1862
Joseph W. Snow.....	1862-1863
John M. Olcott.....	1863-1869
Wm. H. Wiley.....	1869-1904

Principals and assistants:

Wm. H. Crosier.

Wm. H. Wiley.

Wm. H. Valentine.

Lizzie P. Byers.

Howard Sandison.

W. W. Byers.

Albert L. Wyeth.

Charles S. Meek.

Wm. A. Lake.



TERRE HAUTE HIGH SCHOOL.

High school teachers and subjects they teach:

W. A. Lake, principal, Latin.
 Lydia Whitaker, Assistant Latin.
 Jessie Keith, Greek and Assistant Latin.
 Mary Stimson, Assistant Latin.
 B. A. Ogdon, English.
 Marietta Grover, Vice-Principal and Assistant English.
 Alice C. Graff, Assistant English.
 Blanche Freeman, Assistant English.
 Louise Peters, Assistant English.
 J. C. Piety, History.
 Louise Barbour, Assistant History.
 Elisabeth Messmore, Assistant History.
 Rebecca Torner, German.
 Tillie T. Nelf, Assistant German.
 Anna B. Hoffman, Assistant German.
 C. J. Walts, Mathematics.
 Sarah Scott, Assistant Mathematics.
 Katherine Walsh, Assistant Mathematics.
 Ida B. Ensey, Assistant Mathematics.
 F. H. Stevens, Assistant Mathematics.
 J. T. Scovell, Science.
 Lucy Youse, Assistant Science.
 W. H. Kessel, Assistant Science.
 T. H. Grosjean, Chemistry.

Average yearly salary of high school teachers, including superintendent,
 \$844.40.

Training of teachers.

All have been trained in the high school. Seventeen are graduates of
 the Indiana State Normal School. Nine are graduates of colleges
 and universities.

Enrollment in high school.....	609
Total enrollment in grades and high school.....	7,517
Number of girls graduated last year (1903).....	52
Number of boys graduated last year (1903).....	23
Number in this class that went to college.....	51
Number of graduates since school was organized.....	1,312
Number of these who have attended college.....	0

THORNTOWN HIGH SCHOOL.

T. C. Kennedy, Superintendent.

Organized, 1868. Commissioned, 1890.

Superintendents, with dates of service:

A. E. Malsbary.....	1890-1898
L. B. O'Dell.....	1898-1902
T. C. Kennedy.....	1892-1904

Principals and assistants:

R. B. Duff.
 Carrie M. Little.
 O. Claude Kinnick.

High school teachers and subjects they teach:

R. B. Duff, Latin, History.

Carrie M. Little, German, Botany, English.

O. Claude Kinnick, Mathematics, Physics.

T. C. Kennedy, Mediaeval and Modern History, Senior English.

Average yearly salary of high school teachers, including superintendent, \$620.



THORNTOWN HIGH SCHOOL.

Training of teachers:

R. B. Duff, A.B., Indiana University.

Carrie M. Little, A.B., DePauw University.

O. Claude Kinnick, State Normal.

T. C. Kennedy, State Normal, undergraduate Indiana University, two terms; graduate of Commercial Department Northern Indiana Normal School and Business Institute.

Enrollment in high school.....	73
Total enrollment in grades and high school.....	423
Number of girls graduated last year (1903).....	5
Number of boys graduated last year (1903).....	5
Number in this class that went to college.....	6
Number of graduates since school was organized.....	154
Number of these who have attended college.....	40

TIPTON HIGH SCHOOL.

I. L. Conner, Superintendent.

Organized, 1873. Commissioned, 1885.

Superintendents, with dates of service:

H. L. Rust.....	1872-1873
J. C. Gregg.....	1873-1876
A. B. Thrusher.....	1876-1877
J. W. Stuart.....	1877-1881
A. F. Armstrong.....	1881-1882
W. H. Clemmens.....	1882-1883
A. D. Moffett.....	1884-1885
C. E. Sutton.....	1885-1886
M. F. Rickoff.....	1886-1890
E. A. Remy.....	1890-1895
C. D. Higby.....	1895-1896
F. L. Jones.....	1896-1899
J. A. Hill.....	1899-1900
I. L. Conner.....	1900-1904

Principals and assistants:

O. C. Flanagan.
 J. M. Ashley.
 John A. Hill.
 F. C. Whitcomb.
 I. L. Conner.
 E. E. Hostetler.

Teachers and subjects they teach:

E. E. Hostetler, Mathematics.
 Blanche Kummer, English.
 Eleanor Tonn, Latin and Modern History.
 J. H. Stuckrath, German, Ancient History and Science.
 I. L. Conner, Science.

Average yearly salary of high school teachers, including superintendent,
 \$753.

Training of teachers:

Eleanor Tonn, graduate DePauw University.
 Blanche Kummer, graduate Leland Stanford Jr. University.
 J. H. Stuckrath, graduate Iowa Normal College.
 E. E. Hostetler, graduate Otterbein University.
 I. L. Conner, graduate Purdue University.
 Flora Wharton, graduate Indiana State Normal School.

Enrollment in high school.....	110
Total enrollment in grades and high school.....	750
Number of girls graduated last year (1903).....	4
Number of boys graduated last year (1903).....	8
Number in this class that went to college.....	4
Number of graduates since school was organized.....	192
Number of these who have attended college.....	60



UNION CITY HIGH SCHOOL.

L. N. Hines, Superintendent.

Organized, 1870. Commissioned, 1872.

Superintendents, with dates of service:

F. A. Meade.....	1880-1882
Fred Truedly.....	1882-1888
J. R. Hart.....	1888-1893
Susan Patterson.....	1893-1895
H. W. Bowers.....	1895-1901
L. N. Hines.....	1901-1904

Principals and assistants:

Fred Truedly.
 Mrs. F. A. Meade.
 H. W. Bowers.
 Nellie Deem.
 Ethelbert Woodburn.
 James H. Gray.

Teachers and subjects they teach:

James H. Gray, Mathematics and History.
 Troy Smith, Science, History and Literature.
 Frank Trafzer, Latin and English.
 L. N. Hines, Rhetoric.

Average yearly salary of high school teachers, including superintendent, \$890.

Training of teachers:

L. N. Hines, graduate Indiana University, post-graduate student Cornell University.

James H. Gray, graduate of Indiana State Normal.

Troy Smith, graduate of Indiana University.

Frank Trafzer, graduate of Ridgeville college, holds a State life license.

Enrollment in high school.....	85
Total enrollment in grades and high school.....	526
Number of girls graduated last year (1903).....	10
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	0
Number of graduates since school was organized.....	249
Number of these who have attended college.....	50

UPLAND HIGH SCHOOL.

W. W. Holliday, Superintendent.

Organized, 1877. Commissioned, 1901.

Superintendents, with dates of service:

A. B. Thompson.....1897-1898

E. A. Clawson.....1898-1900

W. W. Holliday.....1900-1904

Principals and assistants:

C. C. Whiteman, principal.

Daisy Kline, assistant.

High school teachers and subjects they teach:

C. C. Whiteman, Algebra, Geometry, Physical Geography, Botany, English and History.

Daisy Kline, Latin, Literature, Rhetoric, General History.

W. W. Holliday, Chemistry, Physics, Trigonometry.

Average yearly salary of high school teachers, including superintendent, \$586.66.

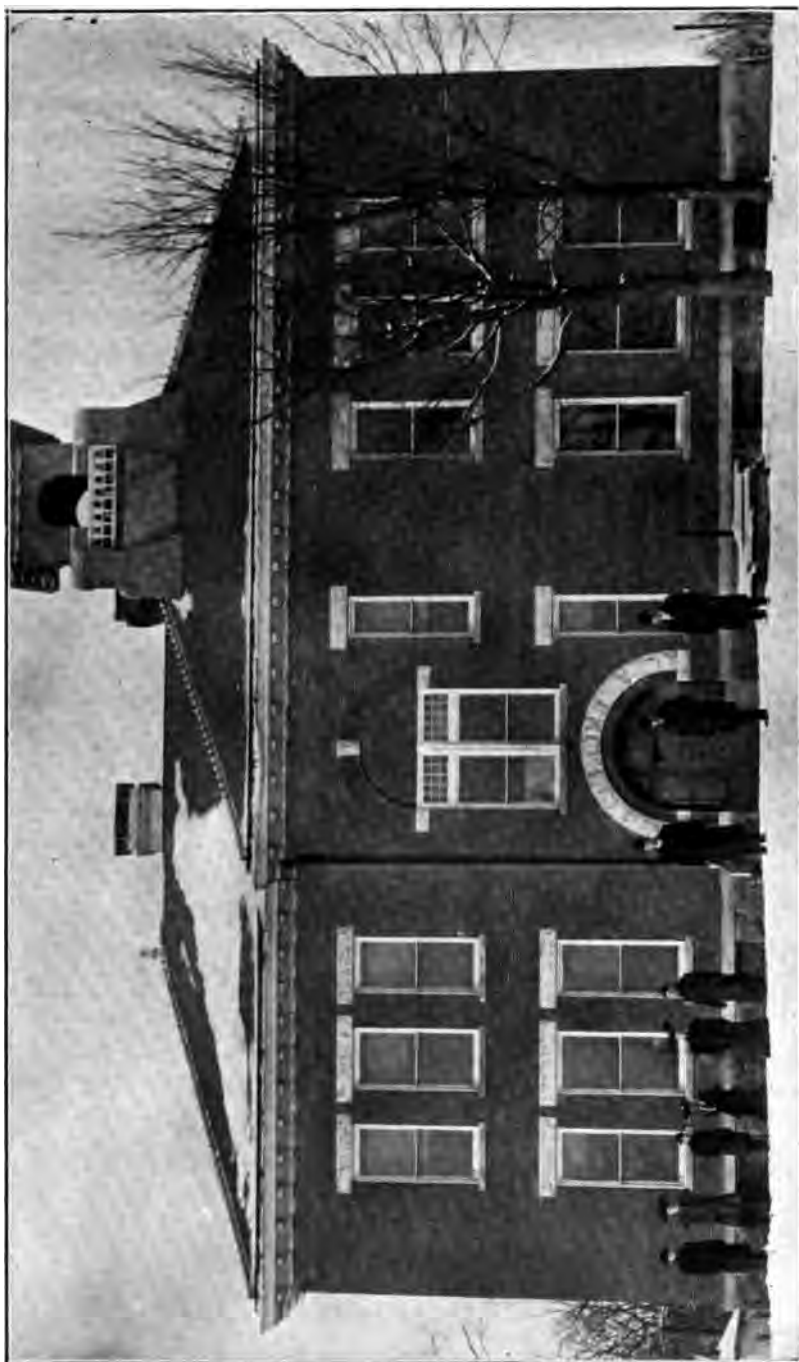
Training of teachers:

W. W. Holliday, 4 years in common schools, 7 years in superintending and teaching in high schools, normal work at Northern Indiana Normal School.

C. C. Whiteman, 6 years in common schools, 4 years as principal of high school, normal work at Northern Indiana Normal School.

Daisy Kline, 4 years in common school, three years as high school teacher, normal work at Taylor University.

Enrollment in high school.....	54
Total enrollment in grades and high school.....	422
Number of girls graduated last year (1903).....	5
Number of boys graduated last year (1903).....	0
Number in this class that went to college.....	2
Number of graduates since school was organized.....	27
Number of these who have attended college.....	10



VEEDERSBURG HIGH SCHOOL.

VALPARAISO HIGH SCHOOL.

A. A. Hughart, Superintendent.

Organized, 1870. Commissioned, —.

Superintendents, with dates of service:

W. H. Banta.....	1870-1893
C. H. Wood.....	1893-1902
A. A. Hughart.....	1902-1904

Principals and assistants:

Jas. MacFetrich.
 Susie Skinner Campbell.
 Nona MacQuilkin.
 Rebecca Bartholomew.
 Martha Furness.

High school teachers and subjects they teach:

Mabel Benney, Latin.
 Eugene Skinkle, Mathematics.
 E. S. Miller, Science.
 Nona MacQuilkin, English.
 Minnie McIntyre, Assistant English.

Average yearly salary of high school teachers, including superintendent, \$820.

Training of teachers:

Nona McQuilkin, undergraduate Chicago University.
 Mabel Benney, Ph.D., Chicago University.
 Eugene Skinkle, ———.
 E. S. Miller, A.M., Indiana University.
 Minnie McIntyre, undergraduate of Chicago University.

Enrollment in high school.....	133
Total enrollment in grades and high school.....	927
Number of girls graduated last year (1903).....	7
Number of boys graduated last year (1903).....	5
Number in this class that went to college.....	4
Number of graduates since school was organized.....	378
Number of these who have attended college.....	4

VEEDERSBURG HIGH SCHOOL.

W. C. Brandenburg, Superintendent.

Organized, 1899. Commissioned, 1901.

Superintendents, with dates of service:

W. E. Carson.....	1898-1899
W. C. Brandenburg.....	1899-1894

Principals and assistants:

L. M. Barker, principal.
 O. E. McDowell, first assistant.
 Loyola MacComas, second assistant.
 Dally Summerman, principal grades.

High school teachers and subjects they teach:

- L. M. Barker, English and Botany.
- O. E. McDowell, Mathematics, Physics and Zoölogy.
- Loyola MacComas, Latin and American History.
- W. C. Brandenburg, History.

Average yearly salary of high school teachers, including superintendent, \$729.

Training of teachers:

- W. C. Brandenburg, B.S., from Westfield College, Westfield, Ill.; spent 4 years in work.
- L. M. Barker, undergraduate in Indiana University; spent 3¾ years in work.
- O. E. McDowell, undergraduate in Butler University.
- Loyola MacComas, undergraduate in Indiana University.

Enrollment in high school.....	60
Total enrollment in grades and high school.....	371
Number of girls graduated last year (1903).....	9
Number of boys graduated last year (1903).....	6
Number in this class that went to college.....	7
Number of graduates since school was organized.....	37
Number of these who have attended college.....	15

VEVAY HIGH SCHOOL.

Ernest Danglade, Superintendent.

Organized, 1863. Commissioned, 1902.

Superintendents, with dates of service:

W. O. Wyant.....	1863-1865
John P. Rous.....	1865-1866
Hamilton S. McRae.....	1866-1867
R. F. Brewington.....	1867-1871
M. A. Barnett.....	1871-1872
A. O. Reubelt.....	1872-1873
P. T. Hartford.....	1873-1881
T. G. Alford.....	1881-1884
A. Hildebrand.....	1884-1886
Wm. R. J. Stratford.....	1887-1891
A. L. Trafelet.....	1891-1900
Ernest Danglade.....	1900-1904

Principals and assistants:

- Julia L. Knox.
- Grace Stepleton.
- Hannah Waldenmaler.

High school teachers and subjects they teach:

- Julia L. Knox, Literature.
- Grace Stepleton, History.
- Hannah Waldenmaler, German.

Average yearly salary of high school teachers, including superintendent, \$546.66½.

Training of teachers:

Ernest Danglade, B.S., Buchtel College.

Julia L. Knox, undergraduate Indiana University.

Grace Stepleton, undergraduate Indiana University.

Enrollment in high school.....	70
Total enrollment in grades and high school.....	330
Number of girls graduated last year (1903).....	7
Number of boys graduated last year (1903).....	5
Number in this class that went to college.....	4
Number of graduates since school was organized.....	392
Number of these who have attended college.....	65

VINCENNES HIGH SCHOOL.

A. E. Humke, Superintendent.

Organized, 1871. Commissioned, ---.

Superintendents, with dates of service:

A. W. Jones.....	1871-1873
T. J. Charleton.....	1873-1880
R. A. Townsend.....	1880-1882
Edward Taylor.....	1882-1891
Albert Edward Humke.....	1891-1904

Principals and assistants:

R. A. Townsend.
 Annabel Fleming McClure.
 Philmer Day.
 A. C. Yoder.
 O. P. Foreman.
 C. E. Morris.

High school teachers and subjects they teach:

C. E. Morris, English.
 O. F. Fidler, Science.
 Effie A. Patee, German.
 Edith Ravenscroft, Latin.
 J. C. Stratton, Mathematics.
 Cora A. Snyder, History.
 Katherine Foley, common school branches.
 Albert Price, assistant in Science.
 Rosa Rush, assistant in English.

Average yearly salary of high school teachers, including superintendent,
 \$750.

Training of teachers:

C. E. Morris, graduate of Indiana State Normal School and Indiana
 University.
 O. F. Fidler, graduate of Indiana State Normal School.
 Albert Price, graduate of Indiana State Normal School.
 Rosa Rush, graduate of Indiana State Normal School.
 Effie A. Patee, graduate of DePauw University.
 Edith Ravenscroft, graduate of DePauw University.

J. C. Stratton, graduate of Indiana University.

Cora A. Snyder, graduate of Indiana University.

Katherine Foley, graduate of Ferris Institute.

Enrollment in high school.....	220
Total enrollment in grades and high school.....	2,080
Number of girls graduated last year (1903).....	17
Number of boys graduated last year (1903).....	6
Number in this class that went to college.....	3
Number of graduates since school was organized.....	328
Number of these who have attended college.....	75



VINCENNES HIGH SCHOOL.

WABASH HIGH SCHOOL.

Adelaide S. Baylor, Superintendent.

Organized, 1869. Commissioned, 1885.

Superintendents, with dates of service:

Pleasant Bond.....	1869-1871
J. J. Mills.....	1871-1873
I. F. Mills.....	Spring term of 1873
D. W. Thomas.....	1873-1886
M. W. Harrison.....	1886-1903
Adelaide S. Baylor.....	1903-1904

Principals and assistants:

Principals—

J. J. Mills.
 I. F. Mills.
 Levi Beers.
 Mary Byrd.
 Miss Willets.
 Lizzie Horney.
 A. M. Huycke.
 Adelaide S. Baylor.
 Cyrus W. Knouff.

Assistants—

Adelaide Baylor.
 Anna Ruell,
 Aymez Pettit.
 Grace McHenry.
 Emma Bain.
 Bettine Amoss.
 Ella Maybach.
 Minnie Flinn.
 Walter Bent.
 Olive Poucher.
 Jane Pettit.
 George Hoke.
 Olive Beroth.
 Alice Robson.
 Miss Heine.
 T. A. Hanson.
 Hazel Harter.
 Clara Haas.
 Florence Ross.
 Alice Carey.
 Anna Carey.
 Walter Greeson.
 Jessie Thompson.
 Estella Moore.
 Herman Fischer.
 Beatrice Haskins.
 Emma Barnette.

Mary Sullivan.

Edna Munson.

Maud Anthony.

High school teachers and subjects they teach:

Cyrus W. Knouff, History.

Estella Moore, History.

Walter Greeson, Physics and Chemistry.

Edna Munson, German.

Emma Barnette, Latin.

Herman Fischer, Mathematics.

Maud Anthony, Biology.

Alice Carey, English.

Beatrice Haskins, English.

Mary Sullivan, Commercial Department.

Minnie Laver, Free Hand and Mechanical Drawing.

Cora Small, Music.



WABASH HIGH SCHOOL.

Average yearly salary of high school teachers, including superintendent,
\$744.55.

Training of teachers:

Cyrus W. Knouff, A. B., Lake Forest.

Estella Moore, undergraduate University of Chicago.

Waiter Greeson, B. S., Purdue University.

Edna Munson, A. B., Oxford, Ohio.

Maud Anthony, M. A., Lake Forest.

Mary Sullivan, undergraduate Business Colleges of Detroit and Indianapolis.

Beatrice Haskins, A. B., University of Michigan.

Alice Carey, A. B., Oberlin.

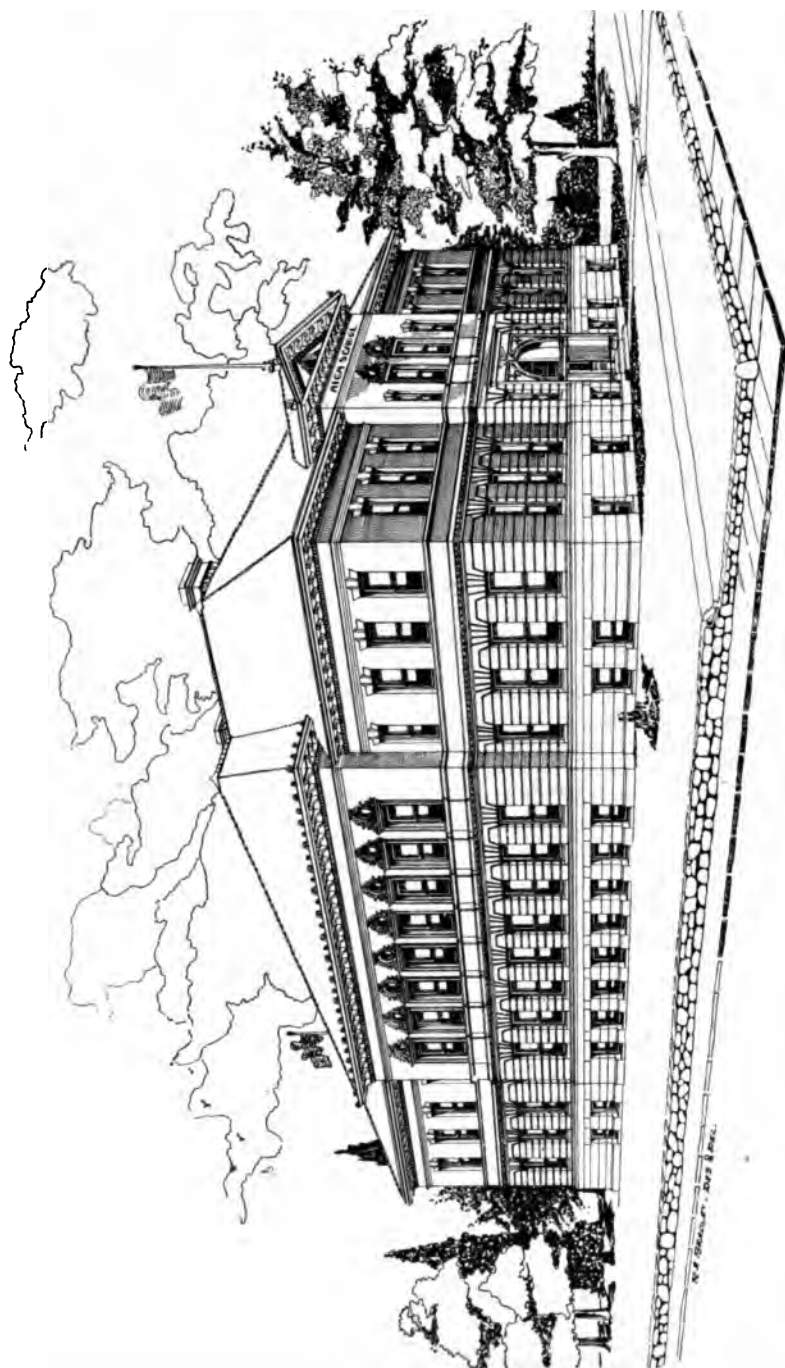
Emma Barnette, A. B., Otterbein.

Herman Fischer, A. B., Wheaton.

Minnie Laver, graduate of Art Institute, Chicago.

Cora Small, undergraduate, Oxford, Ohio. Has studied in several schools of music.

Enrollment in high school.....	310
Total enrollment in grades and high school.....	2,005
Number of girls graduated last year (1903).....	32
Number of boys graduated last year (1903).....	10
Number in this class who went to college.....	7
Number of graduates since school was organized.....	531
Number of these who have attended college.....	135



WARSAW HIGH SCHOOL.

WALKERTON HIGH SCHOOL.

A. E. Clawson, Superintendent.

Organized, 1884. Commissioned, 1901.

Superintendents, with dates of service:

I. C. Hamilton.....	1901-1902
A. E. Clawson.....	1903-1904

Principals and assistants:

J. A. Jones.
 A. E. Rowell.
 A. H. Barber.
 John Bear.
 S. C. Urey.
 A. E. Jones.
 William Clem.
 J. W. Rittenger.
 B. S. Steele.
 A. S. Whitmer.
 Elmer McKessen.
 O. V. Wolfe.

High school teachers and subjects they teach:

A. E. Clawson, Physics, Botany, Zoölogy, Algebra, Geometry, Trigonometry.
 O. V. Wolfe, Rhetoric and Composition, American and English Literature, Ancient, Mediaeval and Modern History, Latin (beginning Cæsar), Cicero, Virgil.

Average yearly salary of high school teachers, including superintendent, \$520.

Training of teachers:

A. E. Clawson, A. B., from Indiana University.
 O. V. Wolfe, undergraduate of Valparaiso College, five terms.
 Kate Togarty, graduate of home schools.
 Edna Vincent, graduate of home schools.
 Mrs. Lizzie Townsend, graduate of Plymouth High School; kindergarten work in Chicago.

Enrollment in high school.....	33
Total enrollment in grades and high school.....	240
Number of girls graduated last year (1903).....	3
Number of boys graduated last year (1903).....	5
Number in this class that went to college.....	None
Number of graduates since school was organized.....	60
Number of these who have attended college.....	15

WASHINGTON HIGH SCHOOL.

W. F. Axtell, Superintendent.

Organized, 1876. Commissioned, 1898.

Superintendents, with dates of service:

Mr. Cole.....	_____
D. E. Hunter.....	1876-1885
W. F. Hoffman.....	1885-1894
W. F. Axtell.....	1894-1904

Principals and assistants:

A. O. Fulkerson.
Jos. L. Wallace.
C. F. Maxwell.

High school teachers and subjects they teach:

Hamlet Allen, Geometry.
H. R. Gers, Chemistry and German.
H. C. Wadsworth, Biology.
Sue H. Reece, Latin.
J. M. Vance, English.
C. G. Liebhardt, Algebra and History.
J. M. Black, Music.

Average yearly salary of high school teachers, including superintendent,
\$862.50.

Training of teachers:

W. F. Axtell, A. B., Indiana University; student Chicago University.
H. Allen, undergraduate of Franklin College.
H. Wadsworth, B. S., Indiana University.
H. R. Gers, B. S., Indiana University.
J. M. Vance, undergraduate Indiana University.
C. G. Liebhardt, undergraduate Indiana University.
Sue H. Reece, A. B., Indiana University.
J. M. Black, Music.

Enrollment in high school.....	162
Total enrollment in grades and high school.....	1,600
Number of girls graduated last year (1903).....	15
Number of boys graduated last year (1903).....	9
Number in this class that went to college.....	3
Number of graduates since school was organized.....	300
Number of these who have attended college.....	75

WATERLOO HIGH SCHOOL.

W. S. Almond, Superintendent.

Organized, 1865. Commissioned, 1887.

Superintendents:

M. M. Harrison.
L. B. Griffin.
H. H. Keep.
M. D. Smith.

Principals and assistants:

H. M. Coe.
 Mr. Ringwalt.
 M. B. Smith.
 Mary L. Lepper.

High school teachers and subjects they teach:

Mary L. Lepper, Mathematics, Latin, Bookkeeping, English.
 W. S. Almond, Science, History, Civics, English.

Average yearly salary of high school teachers, including superintendent,
 \$750.

Training of teachers:

Two, normal school; one, Butler; one, Mrs. Blaker's kindergarten;
 one, Ann Arbor; one, high school.

Enrollment in high school.....	42
Total enrollment in grades and high school.....	275
Number of girls graduated last year (1903).....	2
Number of boys graduated last year (1903).....	3
Number in this class that went to college.....	None
Number of graduates since school was organized.....	No record
Number of these who have attended college.....	No data

WAVELAND HIGH SCHOOL.

Rupert Simpkins, Superintendent.

Organized, 1881. Commissioned, 1901.

Superintendents, with dates of service:

George L. Guy.
 Marcus A. Moffitt.
 W. V. Mangrum 1900-1903
 Rupert Simpkins 1903-1904

Principals and assistants:

Monta Anderson.
 Bertha M. Switzer.
 Rose Cunningham.

High school teachers and subjects they teach:

Rupert Simpkins, History, Mathematics and Physics.
 Monta Anderson, Latin, English and Music.
 Rose Cunningham, Physiology, Geography, Commercial Geography,
 Algebra, Composition and Literature.

Average yearly salary of high school teachers, including superintendent,
 \$533.

Training of teachers:

Rupert Simpkins, A. B., M. A., LL. B., Indiana University.
 Monta Anderson, graduate State Normal.
 Rose Cunningham, graduate State Normal.

Enrollment in high school.....	61
Total enrollment in grades and high school.....	246
Number of girls graduated last year (1903).....	8
Number of boys graduated last year (1903).....	5
Number of each in this class that went to college.....	1
Number of graduates since school was organized.....	82
Number of these who have attended college.....	16

WEST LAFAYETTE HIGH SCHOOL.

E. W. Lawrence, Superintendent.

Organized, 1895. Commissioned, 1895.

Superintendents, with dates of service:

Horace Ellis.....1895-1900

E. W. Lawrence.....1900-1904

High school teachers and subjects they teach:

F. E. Trucksess, Science and German.

Alfred A. May, Latin and German.

Daphne Kieffer, History and Literature.

Flora Roberts, Mathematics and English.

Average yearly salary of high school teachers, including superintendent,
\$683.



WEST LAFAYETTE HIGH SCHOOL.

Training of teachers:

F. E. Trucksess, A. B., from Purdue University.

Daphne Kieffer, student in Purdue University.

Flora Roberts, A. B., Purdue University.

Alfred A. May, A. B., from Wooster, Ohio.

Enrollment in high school..... 126

Total enrollment in grades and high school..... 529

Number of girls graduated last year (1903)..... 9

Number of boys graduated last year (1903)..... 8

Number in this class that went to college..... 12

Number of graduates since school was organized..... 115

Number of these who have attended college.....45%

WESTFIELD HIGH SCHOOL.

W. A. Jessup, Superintendent.

Organized, —. Commissioned, 1898.

Superintendents:

W. C. Day, three years.

W. A. Jessup, four years.

Principals and assistants:

Gall White.

Lara V. Hanna.

Laura Laughman.

Jessie Smith.

High school teachers and subjects they teach:

H. Kenyon, History and Geography.

W. P. Black, Science.

Jessie Smith, Latin and English.

W. A. Jessup, Mathematics.

Average yearly salary of high school teachers, including superintendent.
\$593.75

Training of teachers:

W. A. Jessup, A. B., Earlham College.

Jessie Smith, A. B., Indiana University.

W. P. Black, A. B., Wabash College.

H. Kenyon, graduate academy.

Enrollment in high school.....	80
Total enrollment in grades and high school.....	300
Number of girls graduated last year (1903).....	4
Number of boys graduated last year (1903).....	5
Number in this class that went to college.....	1
Number of graduates since school was organized.....	60
Number of these who have attended college.....	23

WHITING HIGH SCHOOL.

Robert L. Hughes, Superintendent.

Organized, 1808. Commissioned, 1902.

Superintendents, with dates of service:

J. M. Wood.....1898-1899

Mrs. F. B. Hornman.....1899-1900

Robert L. Hughes.....1900-1904

Principals and assistants:

Eugene Gates.

R. L. Hughes.

John C. Hall.

High school teachers and subjects they teach:

John C. Hall, Science and Mathematics.

Mary Stoerlein, Latin and English.

Edith Faucher, German.

Edith Glasfelter, Commercial Branches and History.

Mabel F. Doty, Music and Drawing.

J. C. Jones, Manual Training.

Average yearly salary of high school teachers, including superintendent, \$942.85.

Training of teachers:

Robert L. Hughes, A. B., A. M., University of Chicago.

John C. Hall, A. B., University of Illinois.

Mary Stoerlein, A. B., Iowa College.

Edith Faucher, A. B., Northwestern University.

Edith Gladfleter, A. B., Washington University, and A. M., University of Chicago.

J. C. Jones, University of Illinois.

Enrollment in high school.....	60
Total enrollment in grades and high school.....	625
Number of girls graduated last year (1903).....	4
Number of boys graduated last year (1903).....	1
Number in this class that went to college.....	2
Number of graduates since school was organized.....	14
Number of these who have attended college.....	4

WINDFALL HIGH SCHOOL.

John Owens, Superintendent.

Organized, 1890. Commissioned, 1900.

Superintendents, with dates of service:

Oscar H. Williams.....

John Owens.....1901-1904

Principals and assistants:

Stella Shrader.

Flora Guyer.

Maude Bennett.

High school teachers and subjects they teach:

Maude Bennett, Latin, Mathematics and History.

John Owens, Science and Literature.

Average yearly salary of high school teachers, including superintendent, \$480.

Training of teachers:

Flora Guyer, graduate of Franklin College.

Stella Shrader, undergraduate State Normal School.

Maude Bennett, undergraduate State University.

Oscar Williams, graduate State Normal School.

John Owens, graduate State Normal School and Franklin College; A. M., work at Franklin College.

Enrollment in high school.....	50
Total enrollment in grades and high school.....	300
Number of girls graduated last year (1903).....	2
Number of boys graduated last year (1903).....	8
Number in this class that went to college.....	5
Number of graduates since school was organized.....	25
Number of these who have attended college.....	12

WILLIAMSPORT HIGH SCHOOL.

S. C. Hanson, Superintendent.

Organized, 1885. Commissioned, 1887.

Superintendents, with dates of service:

S. C. Hanson.....1885-

Principals and assistants:

Maude Stearns 1893-1894

Edna Welner, principal.....1894-1897

Chas. G. Davis, principal.....1897-1900

Edgar Webb, principal.....1900-1904

Lydia Gemmer, assistant.....1897-1899

Wm. Evans, assistant.....1899-1901

Mrs. M. F. McCord, assistant.....1901-1904

High school teachers and subjects they teach:

S. C. Hanson, History, English, Botany, Physics, Physiography,
Bookkeeping.Edgar Webb, Latin, Caesar, Cicero, Virgil, Plane and Solid Geom-
etry and Civics.Mrs. M. F. McCord, first and second year English, first and second
year Algebra, and a little work in eighth year.Average yearly salary of high school teachers, including superintendent,
\$640.

Training of teachers:

S. C. Hanson, completed teachers' course, two years, in Westfield
College; B. S., M. S. and A. M. later from same institution; A. M.
also from Lane University, Kansas; student in Miami Conserva-
tory of Music; post graduate student in English, School Organiza-
tion and Geology, University of Chicago, 1900.Edgar Webb, graduate Indiana State Normal School; also pursuing
a course in Indiana University.

Mrs. M. F. McCord, graduate Indiana State Normal School

Enrollment in high school..... 43

Total enrollment in grades and high school..... 300

Number of girls graduated last year (1903)..... 4

Number of boys graduated last year (1903)..... 6

Number in this class that went to college..... 2

Number of graduates since school was organized..... 81

Number of these who have attended college..... 41



WILLIAMSPORT HIGH SCHOOL.

WINAMAC HIGH SCHOOL.

W. H. Kelly, Superintendent.

Organized, 1889. Commissioned, 1890.

Superintendents, with dates of service:

A. T. Reid.....	1889-1893
J. O. Jones.....	1893-1895
C. W. Kimmell.....	1895-1897
A. T. Reid.....	1897-1901
W. H. Kelly.....	1901-1904

Principals and assistants:

Emma Robinson.
 Kathryn Daggy.
 Carrie Mathews.
 Alfred Rober.
 J. E. Layton.
 R. G. Taylor.
 B. M. Hendricks.
 Albert Reep.
 Julia E. Marbrough.
 Edgar Packard.
 Lida M. Layton.
 Mary MacHatton.

High school teachers and subjects they teach:

W. H. Kelly, U. S. History, English and Bookkeeping.
 Albert Reep, Mathematics and Physics.
 Edgar Packard, English and Botany.
 Mary MacHatton, Latin and General History.

Average yearly salary of high school teachers, including superintendent, \$650.

Training of teachers:

W. H. Kelly, A.B., Indiana University.
 Albert Reep, A. B., DePauw University.
 Edgar Packard, graduate Indiana State Normal School.
 Mary MacHatton, A. B., Indiana University.

Enrollment in high school.....	89
Total enrollment in grades and high school.....	443
Number of girls graduated last year (1903).....	4
Number of boys graduated last year (1903).....	4
Number in this class that went to college.....	1
Number of graduates since school was organized.....	79
Number of these who have attended college.....	12



WINAMAC HIGH SCHOOL.

WOLCOTT HIGH SCHOOL.

E. B. Rizer, Superintendent.

Organized, 1892. Commissioned, 1903.

Superintendents, with dates of service:

Mae Romig.....	1892-1896
E. B. Rizer.....	1896-1904

Principals and assistants:

Wert R. Neel, principal.
 Anna Ida Stultz, assistant.

High school teachers and subjects they teach:

E. B. Rizer, History, Geography and Physics.
 Wert R. Neel, Mathematics and Botany.
 Anna Ida Stultz, Latin and English.

Average yearly salary of high school teachers, including superintendent,
 \$720.

Training of teachers:

E. B. Rizer, undergraduate of Purdue and of Indiana Universities.
 Wert R. Neel, undergraduate of Indiana University.
 Anna Ida Stultz, graduate of Indiana University.

Enrollment in high school.....	56
Total enrollment in grades and high school.....	300
Number of girls graduated last year (1903).....	0
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	0
Number of graduates since school was organized.....	40
Number of these who have attended college.....	10

WINCHESTER HIGH SCHOOL.

Oscar R. Baker, Superintendent.

Organized, 1872. Commissioned, 1882.

Superintendents, with dates of service:

John Cooper.....	1870-1873
Lee Ault.....	1873-1877
E. H. Buller.....	1877-1886
C. H. Wood.....	1886-1891
F. S. Caldwell.....	1891-1892
H. W. Bowers.....	1892-1895
Oscar R. Baker.....	1895-1904

Principals and assistants:

L. E. Lamme.
 Lee Ault.
 E. H. Buller.
 C. H. Wood.
 J. W. Polly.
 H. W. Bowers.
 F. S. Caldwell.
 Oscar R. Baker.

High school teachers and subjects they teach:

Lee L. Driver, Mathematics and Science.
 Clarence E. McKinney, Latin and German.
 Emma G. Engle, English and History.
 Oscar R. Baker, Civics and Chemistry.

Average yearly salary of high school teachers, including superintendent,
 \$815.

Training of teachers:

Lee L. Driver, normal and college work.
 C. E. McKinney, college work.
 Emma Engle, college work.
 Oscar R. Baker, normal and academy work.

Enrollment in high school.....	100
Total enrollment in grades and high school.....	772
Number of girls graduated last year (1903).....	8
Number of boys graduated last year (1903).....	6
Number in this class that went to college.....	6
Number of graduates since school was organized.....	273
Number of these who have attended college.....	74



WINCHESTER HIGH SCHOOL.

WORTHINGTON HIGH SCHOOL.

W. B. Van Gorder, Superintendent.

Organized, 1879. Commissioned, — .

Superintendents, with dates of service:

John C. Chaney.....	1879-1880
Arnold Tompkins.....	1880-1883
D. M. Nelson.....	1883-1884
Bailey Martin.....	1884-1885
W. O. Warrick.....	1885-1888
Jennie J. Troop.....	1888-1890
J. V. Zartman.....	1890-1893
W. D. Kerlin.....	1893-1896
Frances Benedict.....	1896-1899
W. B. Van Gorder.....	1899-1904

Principals and assistants:

D. A. Little,
Ellen L. Piel.

High school teachers and subjects they teach:

D. A. Little, Latin and Algebra.

Ellen L. Piel, assistant, History and English.

Average yearly salary of high school teachers, including superintendent, \$606.

Training of teachers:

D. A. Little, graduate of State Normal School.

Ellen Piel, graduate of Ann Arbor University.

W. B. Van Gorder, graduate of Taylor University; also undergraduate of Chicago University.

Enrollment in high school.....	73
Total enrollment in grades and high school.....	415
Number of girls graduated last year (1903).....	8
Number of boys graduated last year (1903).....	2
Number in this class that went to college.....	2
Number of graduates since school was organized.....	196
Number of these who have attended college.....	46

ZIONSVILLE HIGH SCHOOL.

H. F. Gallimore, Superintendent.

Organized, 1885. Commissioned, 1902.

Superintendents, with dates of service:

A. B. Jones.....1885-1888

M. D. Avery.....1888-1894

H. F. Gallimore.....1894-1904

Principals and assistants:

Flora A. Menninger.

Edna Johnson.

Susie M. Aldrich.

High school teachers and subjects they teach:

Susie M. Aldrich, English and German.

N. K. Mills, Mathematics and History.

H. F. Gallimore, Science and History.

Average yearly salary of high school teachers, including superintendent, \$680.

Training of teachers:

H. F. Gallimore, superintendent, Indiana State Normal School and undergraduate Indiana University.

Susie M. Aldrich, Michigan State Normal School, Michigan University.

N. K. Mills, undergraduate Notre Dame and Indiana Universities.

Enrollment in high school.....	52
Total enrollment in grades and high school.....	325
Number of girls graduated last year (1903).....	1
Number of boys graduated last year (1903).....	6
Number in this class who went to college.....	3
Number of graduates since school was organized.....	92
Number of these who have attended college.....	42

B. TOWNSHIP HIGH SCHOOLS.

1. GENERAL STATEMENT.

The greatest activity in high school circles during the last few years has been in the townships. The new transfer law has promoted high schools, while the new high school law has improved them in quality. It is now required as a prerequisite that there shall be at least twenty-five common school graduates of school age residing in the township. This last law checked the organization of small high schools throughout the state incident to the attempt to defeat the transfer law. In nearly every case new high schools are now organized only where the demands are strong and the conditions favorable.

2. THE TOWNSHIP HIGH SCHOOL LAW.

(1901, p. 514. Approved March 11, 1901; in force May, 1901.)

The school trustees shall take charge of the educational affairs of their respective townships, towns and cities. They shall employ teachers, establish and locate conveniently a sufficient number of schools for the education of the children therein, and build, or otherwise provide, suitable houses, furniture, apparatus and other articles and educational appliances necessary for the thorough organization and efficient management for said schools. Such school trustees may also establish and maintain in their respective corporations, as near the center of the township as seems wise, at least one separate graded high school, to which shall be admitted all pupils who are sufficiently advanced: Provided, That the school trustees of two or more school corporations may establish and maintain joint graded high school[s] in lieu of separate graded high schools, and when so done they jointly shall have the care, management and maintenance thereof: Provided further, That any trustee, instead of building a separate graded high school for his township, shall transfer the pupils of his township competent to enter a graded high school to another school corporation: Provided further, That all payments of tuition, provided for under this act, heretofore made by school trustees for such high school privileges are hereby legalized: Provided further, That no such graded high school shall be so built unless there are at the time such house is built, at least twenty-five common school graduates of school age residing in the township.

3. HISTORY.

It is an interesting fact that before the middle of the nineteenth century State Superintendent Mills had seen the real solution of the problem of education in a democracy, and had named consolidation as the key. Out of this thought came the idea of centers of learning in districts, townships, and towns, with combinations possible in districts and townships, and finally with combinations possible between and among districts and townships. This made the township graded school possible, which in turn made possible and necessary the township high school. Superintendent Mills, in his messages to the legislature in the forties, and afterward in his reports as state superintendent of public instruction goes over all the arguments for consolidation and centralization of district schools; and, so far as I know, his arguments have never been improved or added to. It was through such men as Mills on the outside, and John I. Morrison, chairman of the educational committee in the constitutional convention, that education received recognition in the new constitution. With the new constitution and the law of 1852, the township became the political and the school unit of the state. This fact is of the largest significance in dealing with the Indiana school system, for Indiana was probably the first state to make the township the school unit. Since, it has been adopted by other states in the Union. The claims made for it and admitted need not be repeated here. The new constitution gave state supervision, and the people shortly voted in favor of taxation for the maintenance of schools. The movement forward with the new constitution was interrupted by unfavorable decisions of the courts and by the coming of the civil war. In the early sixties from these causes the schools suffered and dropped to the lowest level. It was not until after the civil war that the revival came. The supreme court held that local levies for tuition and common-school revenues were constitutional, thus making it possible for towns and townships to provide for terms of school of respectable length. This really was the beginning of local, public high-school education. The law had also made it clear that it was the duty of township trustees to provide secondary schools for pupils who have completed the work in the grades. Out of all these influences, with the town-

ship as the unit and center of educational activity, the township high school came. It was an evolution and came naturally. Academies, seminaries, and other secondary schools gradually came under the control of the towns and townships, and there are few private or denominational preparatory schools left. The closing years of the last century witnessed a rapid development in township high schools.

The township high school was usually located in a centrally situated town, but not always. There are many flourishing schools in rural communities, some of these bearing commissions from the state board of education. Some of these schools are located in small municipalities, and are organized jointly between town and township. Others, as hinted above, are joint township schools under the management of two or more townships. These schools are often the centers of really great learning, having, as they do, some of our strongest men and women as teachers. Bright young graduates of our normal schools, colleges, and universities, ambitious to rise in the profession, come to these schools and attract to them the best young blood in the township. The result is apparent in increased educational interest in the community. The course of study is made to appeal to the interests of the many, and everything is done to make the time spent in school worth while. For the vast majority this is the finishing school, and it is made to mean as much as possible. And so it becomes a great educational center, and marks an epoch in the lives of many who are to take up their life-work in its shadow. It is not a preparatory school for college, though many of its graduates go to college. Its aim is to do the best thing it can for those who presumably will go no farther. Community life determines our course of study, and the pupils are prepared for life's activities. In doing the best thing for the majority who do not enter college, we have found that we are doing the best thing for the minority who do go to college, and we have come to believe that such a course prepares for college best. In the smaller schools courses are articulated with courses in the large high schools, so that in many cases where good work is done, and where the teachers are known, one, two, or three years' work in small schools is accepted in full and given credit for credit in the larger high school.

In the matter of school architecture there has been great progress in the state. This is particularly true with regard to township buildings. Some of these high schools are housed in modern, well-equipped buildings that are models in every way.

The Nineveh township high school in Johnson county has been in operation since 1872, and is probably the oldest school of its kind in the state. It was established by the abandonment of three district schools located near the village. The high school is in the center of the village, and is attended by all the pupils in the township prepared to do high-school work. I find an account of the work of this school in State Superintendent Geeting's report of 1898. Superintendent Geeting gave great impetus to this movement; indeed, his name and the growth of the township high schools are inseparable in Indiana. The following account of the Nineveh school is evidently from the pen of one who was familiar with the work of the school:

It is one of the most potent factors in our community for good, and has unquestionably raised the standard of intelligence, of morality, of taste, and therefore, of life among the people. While a few in the township are opposed to higher education, the vast majority favor the school and would not do without it. The school has many graduates now, some of them in higher institutions of learning, and some filling positions of trust in different parts of the country. Many have married and settled here in the township, and have an elevating influence upon the community. The principal is also superintendent of the grades, and receives four dollars per day. We have two teachers doing high school work. The principal is a college graduate with a master's degree, and the assistant is a high school graduate, and has made other special preparation for her work. We have a four-year course, though the terms are only six to seven months. The character of the work done is equal to that done in any of the high schools or preparatory schools of the state, so far as we go. I firmly believe the work done by our pupils is far superior to that done in the larger towns, as there are fewer things here to take attention from the work. Our pupils range in age from fourteen to twenty-two, and spend an average of two hours a day upon each study. There are five graduates this year, two from town and three from the country. Two of these live about four miles distant, and their parents have conveyed them back and forth for four years. In this connection I would state that about half of our pupils live upon farms. No provision has been made by the trustee for conveyance, but this is not felt as being a hardship, as those living in the country have rigs or wheels of their own. In the first year there are ten pupils; in the second, three; in the third, four; and in the fourth, five. In Latin, besides the preliminary work and grammar, we read two books of Cæsar and three of Virgil. In mathematics we complete Milne's High School Algebra and

Wentworth's Plane Geometry. We give two years to English literature, two years to general history, one year to geology, one year to physics, one year to rhetoric, one year to physical geography, and three months to civil government.

As another example, the Straughn township high school, in Henry county, is typical of scores of schools over the state. What I write here is taken from a recent account sent to me of the work of this school:

The township graded school, with a high school, was organized in October, 1893, in a three-room building, with three teachers and one hundred five pupils, eighteen of whom constituted the freshman class of the high school. Eight of these freshmen had not completed the work in the common schools nor grades and as a consequence six of them dropped out the first year. Two married in the second year, and ten of the original eighteen finished the three-year course. Last year another room was added to the building, and there are now four teachers and one hundred and twenty pupils with a fourth year added to the high-school course. The school has graduated thirty-two pupils. Many who began the work in the Straughn school finished in other high schools, and many did only a part of the work.

That the Straughn school has awakened ideals of culture hitherto unknown in the community is conceded by all. Patrons, pupils and teachers have worked in harmony, and are equally proud of the school.

Of the thirty-two graduates, sixteen have attended higher institutions of learning. Eight are teachers or have taught school. Six are graduates of business colleges. Four are Indiana university students. Two have been students in the farmers' course at Purdue. One has been a DePauw student. Twelve are farmers, and two are merchants. It is the opinion of the writer that the influence of this school has entered every home in the community, and that it is an influence for better living.

While there are scores of township high schools working under widely different conditions, some with short terms and short courses, and no limited number of teachers, the tendency is to meet the requirements of the state board of education, and there is a constantly increasing number receiving commissions. The requirements for a commission are as follows:

Three years of language, three years of history, three years of mathematics, two years of science, four years of English are required, with electives to complete a full course of four years. This is not meant to be absolute but is suggested as a basis upon which to form a course and as the minimum amount of work required. As further requirements the following may be mentioned: (1) The character of the teaching must be satisfactory;

(2) the high-school course must not be less than thirty-two months in length, continuing from the eighth year; (3) the whole time of at least two teachers must be given to the high-school work; (4) the pursuing of a few subjects throughout the entire course rather than many covering short periods; (5) a library adequate to meet all the demands for reference work and general reading supplementary to the regular text-books; (6) laboratories fully equipped to do all of the necessary work in the sciences pursued in any given high school.

INTERESTING DATA.

Number of counties in Indiana.....	92
Number of townships.....	1,016
Number of high schools, all grades.....	763
Number of township graded schools doing work in common branches only	1,011
Number of township high schools.....	580
Number of commissioned township high schools.....	15
High-school enrollment	36,641
Township high-school enrollment.....	13,305
High-school graduates, 1903.....	4,440
Township high-school graduates, 1903.....	1,344
Number of high school teachers.....	1,829
Number of township high-school teachers.....	848
Salaries of teachers employed:	
a. Commissioned high-school teachers (170 days average school year) per year.....	\$726.00
b. Township high-school teachers (140 days average school year) per year	432.00
Per capita cost of maintenance:	
a. In commissioned high schools.....	33.00
b. In township high schools.....	25.00

The value of the work that these township schools are accomplishing cannot be stated. Provision is made for free secondary training for every child in the state. The one great end kept in view is the preparation of the child as fully as possible for the real duties, opportunities, and privileges of life. We are trying to make an institution that will develop manly men and womanly women; one that will teach the boys and girls that there is work to do in the world, and that will help each one to find his life-work, and show him how to be successful and happy in it. The secondary school can bring to the pupils and to the community

the great forces in life which guide, inspire, and realize possibilities. It can minister to the needs of life, not only by bringing broad fundamental principles of culture, but by suggesting practical social problems and their solutions, and, more than this, by suggesting and pointing out actual vocations and ways to succeed in them. Our school machinery has been simplified. There is now only one trustee in a township, and the large responsibility placed upon him is gradually being realized, and we are obtaining better men all the while for the position. The dignity of the calling is growing, and there is for us not far in the future to see a complete realization of the things for which we have hoped and for which we have striven.

C. ACADEMIES.

1. FRIENDS' ACADEMIES.

a. SPICELAND ACADEMY, SPICELAND.

The foundation of Spiceland academy was laid as early as 1834, when the members of the Society of Friends living in the vicinity of Spiceland, Ind., decided that they must have better facilities for the education of their children than the common schools of the state then afforded. Before the Friends were able to build a school house, Robert Harrison, an Englishman, taught several terms in a log meeting house. Mr. Harrison was well educated and also taught a Latin class, which recited twice a week. The school increased in interest and members until the Friends felt that they were able to support a school of their own. A frame building was built especially for school purposes. During this time the school was under the care of a committee appointed by Spiceland monthly meeting. In 1860 a more commodious house was built and in 1871 a brick building was built.

The school was chartered in 1870 and is the oldest academy in charge of the Friends in the state. While the school is under denominational control, it is not sectarian in the least, its purpose being to develop practical, earnest and active christian manhood and womanhood.

Practically all the teachers of Henry county and many of the adjoining counties have been students of the academy, and we might conclude that the school has influenced the teaching force of the surrounding counties to no small degree.

The board of trustees consist of six members, two of whom are appointed annually by Spiceland monthly meeting to serve a term of three years. Usually two of the members are women. At present the faculty consists of six members, and the enrollment is eighty-three.

The academy has an endowment of nearly seven thousand dollars and owns a farm worth at least four thousand five hundred dollars. The school is supported from the interest of the endowment fund, the proceeds of the farm and private tuition. It also receives public funds from the township trustee for the township high school work.

b. BLOOMINGDALE ACADEMY, BLOOMINGDALE.

The Friends' Bloomingdale academy was founded as a manual labor school in 1845 under the care of the Friends in western Indiana. About that time there was much speculation on new educational schemes. The socialistic system was rampant, communities were being organized, and manual labor schools had many enthusiastic advocates. Harvey Thomas, a well known educator of Pennsylvania, having conceived the idea of establishing a manual labor school somewhere in the west, came out to Parke county, Indiana, and found a promising field for such an enterprise and attentive ears to listen to his economic plans. About thirty acres of land were purchased at Bloomfield (now Bloomingdale) and buildings were erected. In a few years the manual labor phase of the institution was abandoned as impracticable. Though failing to reach what was desired in technical arts and industries, the school was a success in college work.

Prominent among those to whom the institution owes its success was Barnabas C. Hobbs, LL. D., who served as superintendent for twenty-one years. During his superintendency the school was reorganized and incorporated under the laws of Indiana as the Friends' Bloomingdale academy. The charter provides that this institution shall be controlled and managed by Bloomingdale quarterly meeting of the Friends' church. Its officers consist of

a board of trustees appointed by the church. This board selects a principal who has immediate jurisdiction over the school.

The laboratory facilities, through the energy and earnestness of A. F. Mitchell, present superintendent, have been greatly enlarged and improved.

The present enrollment is sixty-seven. This academy is supported mainly by tuition of its students. There is an endowment fund that gives an annual revenue of \$300.

c. CENTRAL ACADEMY. PLAINFIELD.

Central academy was organized in 1878 for the purpose of providing thorough secondary education for all young people of the community who could not otherwise obtain such advantages. Afterward the work was taken up by the Friends church. In 1892 an association was formed with a capital stock of \$10,000, and a certificate of incorporation under the laws of Indiana was granted. At this time three quarterly meetings in Morgan, Marion and Hendricks counties, known as the White Lick, Fairfield and Plainfield meetings, took up the work. Later Danville quarterly meeting was admitted into the association. The school is controlled by a board of twelve directors chosen by these quarterly meetings, three from each meeting. A president, secretary and treasurer, who together with a fourth member form an executive committee, are the officers of the board.

At present there are four members of the faculty, and the present enrollment is fifty. The school is supported principally by tuition of \$30 a year. There is a permanent endowment of \$2,500, and other funds producing about \$250 a year.

d. FAIRMOUNT ACADEMY.

A proposition for the establishment of a quarterly meeting school was presented to Northern Quarterly Meeting of Friends held at Back creek, two miles north of Fairmount, Indiana, December 15, 1883. A committee composed of sixteen men and ten women was appointed at this meeting to consider the feasibility of the proposition. In three months the committee, after having met four times, reported that they thought the opening a good one for the establishment of a higher institution of learning, and giving in justification of their recommendation the fol-

lowing: "As we recognize in a properly conducted school the elements for the building up of character and rendering the possessor more useful in both church and state."

This committee suggested that the quarterly meeting incorporate itself for the purpose of holding property, and also presented to the meeting "an article of association" for an institution of this kind. In June, 1884, the committee reported the location and purchase of the grounds for the academy building in Fairmount, Ind., and presented to the meeting the names of six persons to serve as trustees of said academy, viz., Jesse Haisley, Samuel C. Wilson, Peter H. Wright, Enos Harvey, Abel Knight, and W. C. Wiuslow; also an incorporating committee composed of Elwood Haisley, James M. Ellis, Thomas J. Nixon, Ivy Luther and Mahlon Harvey.

In September, 1885, the trustees reported the building completed at a total cost of \$9,929.53, and that the school would open September 21, 1885, with Joseph W. Parker as principal and instructor of the academic department, and Elwood O. Ellis as instructor of the grammar department. By action taken by the quarterly meeting in March, 1888, the academy was incorporated. In June, 1888, a contract for taking one hundred pupils from the corporation of Fairmount was closed for the sum of \$720.00 tuition and \$145.00 rent and fuel. The school has been supported by tuition paid by the students, and, from time to time, voluntary subscriptions for its support by friends of the institution. In March, 1893, the school having outgrown its old quarters, a proposition to sell the academy building and grounds and rebuild in another location was presented to the quarterly meeting. The meeting approved the plan and appointed a committee for this purpose. The old building and location was sold for \$8,000.00. The new building and grounds, costing \$17,327.60, are located one mile northwest of the center of Fairmount.

Legal notice being given, the board of trustees, consisting of six members, was appointed by the quarterly meeting to serve for three years, two being elected at each June meeting.

At present (May, 1904) the board consists of the following persons: Ancil E. Ratliff, President; James M. Bell, Secretary;

Joel B. Wright, Treasurer; William W. Ware; (Mrs.) Anna M. Johnson; (Mrs.) Ida Winslow.

The faculty (1903-1904) is made up as follows: Principal Leon L. Tyler, literature and pedagogics; (Mrs.) Minnie L. Tyler, history and English; Frances A. Sheppard, Latin and German; Forest Foraker, science and mathematics; R. E. Dean, commercial; Harriett E. Henry, piano and voice.

The enrollment in the academic courses for the present year (1903-1904) is 100, in the commercial course 20.

The school is now approaching the completion of a \$20,000 endowment which it is hoped will be reached by September, 1904. This will, in a measure, free the quarterly meeting from special efforts to meet the deficits which result yearly, from the fact that a merely nominal tuition rate is charged (\$25 per year). Judged by the character of its 200 graduates, a better place to put a gift could not be found.

In equipment, the academy is practically in the college class. Its laboratory was one of the first opened in a preparatory school in Indiana, and its library, the gift of Iredell B. Rush, of Columbia City, Ind., is rich in reference works and books of rare value. The students publish a paper called the *Academician*.

The Aurora literary society is the one central source of pleasure and forensic opportunity during the winter months.

The work is organized so as to give the largest measure of latitude in the choice of courses. A four years' course leads to university and college entrance; a three years' elective course for general education or college; a three years', covering English work only with a year's study in pedagogics; two commercial courses, preferably for post-graduates, each covering one year; one making bookkeeping the major, the other shorthand and type-writing.

As to subjects offered with maximum time: Latin, four years; German, two; algebra, two; geometry, one; physics, one; general history, two; English, three and one-half; civics, one-half; botany, one-half; biology, one-half; chemistry, one-half; Bible study, four; pedagogics, one; arithmetic, one; American history, one; English grammar, one; physiology, one-half; physical geography, one-half; trigonometry, one-half; commercial arithmetic, one-half; commercial law, one-half; business correspondence, one;

penmanship, one; spelling, one; bookkeeping, one; shorthand, one; typewriting, one; business practice, one; instrumental music, four; vocal music, four.

Tennis, basket-ball, croquet and other out-of-door sports afford diversions, both healthful and attractive.

c. WESTFIELD ACADEMY, WESTFIELD.

No report was submitted by the Westfield academy, though it is known to be an excellent school. About two hundred students are enrolled.

f. AMBOY ACADEMY, AMBOY.

Amboy academy was established by the Society of Friends at Amboy, Miami county, Indiana, in 1872, and was under the control of the Friends church. The first building was built by the Friends and paid for largely by private donations. For the first three years after the school was founded, it was supported by tuition and private subscriptions. From the first the object of the school was to do academic or high school work. Consequently an academic spirit has always pervaded the institution. In 1875 the Friends leased this building to the township trustees and school was continued under township management. Then the town and township bought the Friends' building together; other buildings were added and the school became a joint town and township high school. The school is at present under the management of public officers, and is a commissioned high school.

Amboy academy is now a joint graded school of Jackson township and town of Amboy, Miami county, Indiana. It is under the joint management of the township trustee and three members of the town school board. Said trustee is elected by vote of the people for a term of four years. The members of the school board of Amboy academy are elected by the trustees of the town of Amboy for a term of three years. There are eight members in the faculty and four grade teachers. The school occupies one building. The present enrollment is two hundred and thirty-five, sixty of whom are in the high school department.

It is supported by state funds and local taxation of Jackson township and town of Amboy. The township defrays 65 per cent. of the running expenses and the town 35 per cent.

The school has graduated 120 students.

At present A. E. Martin is superintendent.

2. MILITARY ACADEMIES.

a. CULVER MILITARY ACADEMY, CULVER.

The Culver military academy, the largest and possibly the best known private academy in the world, was founded in 1894 by the late H. H. Culver, a generous and philanthropic citizen of St. Louis. Since his death his widow and sons, residents of St. Louis, who with the superintendent, constitute a self-appointing board of trustees have vigorously carried out Mr. Culver's plans, constantly adding new buildings and equipment, until today the school stands a great monument to its founder, and a credit to the state and nation. The rapid growth of the institution is without parallel in the history of private schools, its attendance increasing 800 per cent. in three years.

Col. A. F. Fleet, A. M., LL. D., the present superintendent, has been the head of Culver military academy almost since its beginning. Under his skillful and almost magic touch, the corps of cadets has grown from a company of thirty to a battalion of almost two hundred and forty; with enough applicants in excess of capacity for each of the past two or three years to fill another school. Col. Fleet received his instruction in the great civil war and during all the years since he has been teaching. The superintendent is assisted by a staff of sixteen officers and instructors, who are themselves graduates of leading colleges.

There are three great fire-proof barracks, a steel and brick riding hall, a splendid gymnasium of similar structure, equipped with running track, baths, etc. These constitute the main buildings of the Culver plant. For military purposes the United States government has issued the academy a splendid equipment of small arms and artillery.

The academy is affiliated with the university of Chicago. The life of cadets is regulated by the trumpet, and, while strict, has many features of great interest to the boys. The cadet black horse troop is possibly the most attractive feature to the boys.

A unique feature of Culver is the summer session. The academy is located on lake Maxinkuckee, and the government has issued four man-of-war cutters, so that the summer session becomes a naval school. The cadets take one or two studies in the morn-

ing, and have great sport learning the sailor's art on the water in the afternoon. The school is under the command of Major L. R. Gignilliat, who has been for a number of years the commandant of the Culver military academy.

b. HOWE MILITARY ACADEMY, LIMA.

Howe School was founded in 1884 at Lima, Indiana, in the northeastern part of the state, in the name of Hon. John B. Howe, who had deceased the year before. A property including thirteen acres of land and a beautiful residence were left by him at his death to the church to be used preferably for educational purposes. It was an humble beginning but the gift had behind it a clear view of what was lacking in American education. Along with this gift of property went a gift of \$10,000 which was to serve as an endowment fund for the education of boys to the church ministry. This whole gift seems to have been made without any clear view as to how the provisions of the will were to be carried out. Fortunately Bishop Knickerbacker, who had been consecrated in 1883, was anxious at this time to establish some organized educational work in his diocese. This legacy left by Mr. Howe, the great healthfulness of Lima and the beauty of the surrounding country, influenced the bishop into choosing this spot for his school. The conditions of the gift and the ideals of the donor were so peculiarly in sympathy with the bishop's own ideas that the coincidence was a very happy one and the school, though humble, was started under very propitious circumstances. The endowment and property, however, were not large enough, and the bishop out of his own resources added materially to the gift. Without the munificence of Mr. Howe's widow and brother, however, the plan of the bishop could never have been brought to fruition. In fact, from the very first, the school became the life-long object of the munificence and love of Mrs. Frances M. Howe. The school opened in 1884 with two boys. The Reverend C. N. Spaulding, formerly rector of St. John's Church, Lancaster, Pennsylvania, was the first rector of Howe School.

But it was not long before the school began to enlarge and more room was necessary. The fundamental idea at the beginning had been that the school life should be as nearly as possible a real home

life. This idea has always exercised a definite influence in the administration of the school, but as the school increased in numbers a modification of the idea was necessary. The school during the next ten years multiplied in every respect, and as a result of gifts from various sources, but principally from Mrs. Howe, a broad foundation was laid.

But the school remained in comparative insignificance until Dr. Spaulding was superseded in 1895 by the present rector, Dr. J. H. McKinzie. The first ten years had hardly fulfilled expectations and hardly carried out the ideals of its founder and benefactors. A more energetic and intelligent policy was necessary for the putting of the school among the preparatory schools of the west. A stronger hand was needed at the helm, and from the time of the change in management, the school began to grow and enlarge in an encouraging way. The material equipment was soon largely increased. The horizon of the future began soon to brighten. The first few years, to be sure, of the new regime were passed under very discouraging circumstances, but by grimly holding on and by the encouragements which came from the various members of the Howe family, and especially from Mrs. Howe, the dark days were successfully weathered and brighter skies came with cheer and help. The accommodations were enlarged by the building of the James B. Howe Hall and Blake Hall. New quarters were provided for the dining room; the plumbing and lighting equipment was largely added to; a separate building was soon found for the separate organization of the lower school, and finally, and within the last year, the school was blessed with an addition in the form of a school chapel. The school life growing more and more intricate has thus not been hampered by want of increasing accommodations and facilities. The founders have seen to it that the school lacked nothing in the way of equipment. The increasing usefulness and influence of the school have filled all with confidence and many have not hesitated to invest their money, knowing that it would be permanently useful and aid in an enterprise that is bound to assume larger and larger proportions as the years pass by.

The ideals and inner life of the school have kept pace with the material development. The religious influence of the church has always been carefully looked after. The military discipline and drill which came in with the advent of the new rector has always

been an important but not predominant feature of the school. The academic requirements have been pushed until the school prepares for the most difficult examinations of American colleges. In fine, the grade and character of the school has become such that it has been admitted as a member in the north central association of colleges and secondary schools. Its diploma now admits without examination to any college or university in the west. The history of the last nine years are prophetic of a period of great usefulness.

3. GIRLS' ACADEMIES.

a. GIRLS' CLASSICAL SCHOOL, INDIANAPOLIS.

The girls' classical school was founded by Theodore Lovett Sewall, A. B., in 1882. Mr. Sewall, who had in 1876 opened a classical school for boys, felt that a local school was even less adequate for girls than for the education of boys. His wife, May Wright Sewall, being deeply interested in education and wishing an opportunity to apply some theories of her own in the education of girls, suggested to Mr. Sewall that he extend his own influence in the field of education by organizing a school which would secure to girls the same opportunities for classical culture which were provided for boys by the school he was already conducting, and at the same time make provision for such special tuition and discipline as both Mr. and Mrs. Sewall believed to be required for girls. The school was opened in September of 1882. Since the school was organized courses of study have been introduced from time to time until now there are four distinct courses leading to graduation besides special courses which may be pursued by students not expecting to graduate, and, in addition to these, departments in art, music and household science. While entirely non-sectarian the inculcation of religious principle and belief are steadily maintained.

Up to date 195 young ladies have graduated from the school; of this number sixty-four entered the best colleges for women in the country.

The school is now perfectly equipped for all kinds of work customary in girls' schools and besides has a department of household science. It now occupies two buildings. The enrollment for the

current year is 130 pupils. The faculty includes twenty members. While it has a board of advisors, it remains what it was at the beginning, an individual enterprise, supported solely by the tuition of its pupils and conducted under the direction of a single mind.

b. KNICKERBOCKER SCHOOL, INDIANAPOLIS.

No detailed information can be given of this school as no report was submitted.

c. TUDOR HALL, INDIANAPOLIS.

Founded by Rev. J. Cumming Smith, D. D., and Miss Fredonia Allen, Ph. B., in the year 1902.

Aim.—The aim of the school is to provide for its pupils a thorough, systematic training, with a view to an all-around efficiency, emphasis furthermore being placed on surrounding the school with a homelike atmosphere. Though the school is absolutely undenominational, yet the literature of the Bible is used as a basis of religious study.

The college preparatory course receives particular attention, and an exceptionally high standard is characteristic of the school.

Location.—Indianapolis is a healthful and beautiful city, famed for its homes and churches, and offering unusual opportunities in art, music, lectures and the drama. The site of the school is in the most attractive residential portion. The house, containing large, cheerful apartments, is heated with hot water and lighted by electricity.

Music.—The music department is under the personal direction of Prof. Bellinger and his faculty, in piano, theory, and singing, both individual and choral.

Physical Culture.—Daily work in gymnasium under Miss Swan is given to each pupil.

The Standard.—A school diploma requires four years of English, two years of Latin, one year of mathematics, three years of French, German or Greek, four years of Bible study, four years of choral work, one year of history, one year of mathematics.

The Primary Department.—The aim in this department is to give the children a wholesome development, laying the foundations for future work slowly, wisely and thoroughly. The teachers in

charge have made a careful study of the application of kindergarten methods to primary work so that the pupils are led by easy steps and a plain path.

In addition to the usual studies of this grade, reading, writing, spelling, number and nature study, the children are given lessons in physical training, drawing, chorus singing, Bible stories, German, local geography, weather observations and maps.

Boys are admitted for the first three years of this work.

The Preparatory Department.—In this department the students are taught to investigate for themselves, to consult dictionaries and reference books freely.

They are impressed with the necessity of careful preparation and are trained in accuracy of observation and expression by teachers who are specialists.

Since so much of the success in higher grades depends upon the work done in this, it is placed on an equal footing and taught by the same instructors.

The Kindergarten.—The kindergarten makes the child at ease with himself and his little companions; it teaches the alphabet of things, arouses a keen, happy spirit of investigation, translates the Golden Rule into daily living, and trains the head, the heart and the hand.

The best results can not be had unless a child is entered during his fourth year. The general development of kindergarten pupils makes their progress more rapid and thorough in after years.

4. CATHOLIC ACADEMIES.

a. ST. MARY'S OF THE WOODS, TERRE HAUTE.

St. Mary's of the Woods was founded in 1840 by sisters of Providence from Ruille-sur-Loir, France. The institution was chartered in January, 1846, by the state legislature of Indiana, and empowered with rights to confer academic honors and collegiate degrees. The instruction is entirely under the direction of the sisters, and the education given is practical, solid and refined, embracing the development of the student in physical, mental and moral powers.

The present enrollment is 240. The buildings are eight in number, the three principal ones being the church, college and con-

vent. The curricula of collegiate, academic and preparatory departments are arranged after the most approved methods.

The courses in art and music are most excellent, every advantage of equipment being offered.

b. ST. AUGUSTINE'S ACADEMY, FORT WAYNE.

St. Augustine's academy of Ft. Wayne, was founded in 1843 and chartered in 1848, and is under the supervision of the sisters of Providence, whose mother house is at St. Mary's, Terre Haute.

There are preparatory and academic departments, also special work in music and art.

There is one main building, well equipped in all departments.

The present enrollment is four hundred thirty-seven, and twenty teachers are employed.

The Institution is self-supporting.

c. CONVENT AND ACADEMY OF THE SISTERS OF THE THIRD ORDER REGULAR OF ST. FRANCIS, WHOSE MOTHER-HOUSE IS AT OLDENBURG.

The founder of the community of the sisters of St. Francis at Oldenburg, Indiana, is the Rev. Francis Joseph Rudolph, a native of Battenheim, Alsace, who was ordained priest in 1839, at Strassburg, Alsace. While yet a student of theology, he resolved to devote himself to the American missions. In 1842 he came to the United States and commenced work at Fort Wayne. In 1844 he went to Oldenburg and opened a school with the best educated man he could find as teacher. He became convinced that the only way he could give the youth competent instruction was to open a convent, and others soon joined him in the work. The community now numbers about five hundred.

The sisters conduct twenty-six parochial schools, one exclusively for colored children, and ten are at the same time public schools. Furthermore, ten academies are doing successful work in higher education. The property consists of a mother-house with 400 acres of land and twelve mission houses. The community is governed by a superior general, each mission by a local superior. In 1885 the community was incorporated in the states of Indiana and

Missouri, under the legal title of "Sisters of St. Francis, of Oldenburg, Ind.," for the purpose of establishing and maintaining a school and institution in Oldenburg, Ind., for training of teachers (females) for the education of males and females.

There is a board of five trustees, elected for a term of three years, by the ballot of the community, every third year. The trustees, of whom mother superior is president, make all other appointments of faculty, etc.

The enrollment at present is 120 at the academy, and it is self-supporting.

There is also in the community a normal school for those who aspire to be teachers. The attendance ranges from twenty-five to thirty for the winter term and from forty-five to fifty for the summer term.

d. ST. JOSEPH'S ACADEMY, EVANSVILLE.

The sisters of Providence first came to Evansville from St. Mary's of the Woods in 1853. From that date until 1878 they taught the parochial schools of the assumption parish and those of Holy Trinity parish.

Music and art are taught with the regular academic work. There are twelve teachers in all in the two parishes.

The charter provisions of 1846 cover all the branch houses.

The institution is supported by a salary for the parochial schools and the income of the high school, the music and art.

There are 450 pupils in the two parishes and sixty in music and art.

e. ST. ROSE'S ACADEMY, LAPORTE.

St. Rose's academy was founded in 1854. It furnishes thorough courses in the common school branches, also a high school (academic) course. The school is a branch institution of St. Mary's academy (college), Notre Dame, which is under the direction of the religious order of the sisters of the Holy Cross (Roman Catholic).

The faculty numbers five members of that order, and has an enrollment of seventy-one at present.

The school is supported entirely by private tuition fees.

f. ST. MEINRAD COLLEGE AND SEMINARY, ST. MEINRAD.

St. Meinrad college, which was first opened for the education of young men in January 1, 1857, has developed since its establishment into an institution with three distinct departments and faculties: St. Meinrad seminary, St. Meinrad college, and Jasper college. The three departments of this institution are conducted by the fathers of the Benedictine order, which for the past fourteen centuries has done so much for civilization, education, and the spread of Christian piety—and are connected with the abbey of St. Meinrad. The first two (for ecclesiastical students) at St. Meinrad, Ind., the last named (for secular students) at Jasper, Ind. All three departments were incorporated in the year 1890 under the title of "St. Meinrad Abbey," subject to the laws of incorporation of the state of Indiana, and empowered to confer the usual degrees. There are seven members of the board of trustees chosen annually by the president of the institution from among the members of St. Meinrad abbey.

The faculty of the ecclesiastical departments and the majority of the faculty board of the commercial department are likewise members of the same abbey, seventeen of them composing the former, and four others aided by two lay professors, the latter.

The current enrollment of the three departments is as follows: in the department of theology and philosophy, forty-five; in the department of classics, sixty-six; in the commercial department, ninety.

The institution is supported by fees from the students. The library contains 16,000 volumes.

g. ST. JOHN'S ACADEMY, INDIANAPOLIS.

In June of the present year (1904) St. John's academy hopes to celebrate its forty-fifth annual commencement. Shortly after the erection of St. John's church, the first Catholic church in the city, Rev. Aug. Bessonies began to be solicitous about establishing a school, and invited the sisters of Providence of St. Mary's of the Woods to undertake this work. In response to his call, a number of sisters opened an academy on the corner of Georgia and Tennessee streets. Two years later, an addition

had to be made to accommodate all the applicants. In 1873 the sisters moved to their present large and commodious structure facing Maryland street.

There are at present three hundred pupils enrolled in this academy under the direction of seventeen teachers. The institution is self-supporting. A board of examiners, consisting of five members chosen by the reverend mother superior general and the Rt. Rev. Bishop of Indianapolis, annually assembles at St. Mary's of the Woods for the purpose of holding the institute and the examinations. This institute is a yearly reunion of all the teachers of the schools in charge of the sisters of Providence.

The method of instruction followed embraces all that goes to form the character of an amiable, useful and accomplished woman.

To preserve the integrity of the system established by the sisters of Providence, pupils that aim at graduation must conform strictly to the required academic course. There are eight grades preparatory to this course. The academic department embraces four grades. The music department is one of the most attractive of the institution. In this department instruction is given to the pupils collectively and individually, in order to preserve and cultivate each one's characteristic style.

To contribute to the development of artistic taste, recitals are given semiannually, in which all the pupils who have acquired a certain proficiency participate, playing from memory. Aside from these there are monthly examinations. The piano music course is divided into eight grades. The time required to complete the course is determined by the pupil's talent and application. The class of music studied embraces selections from the best composers, both ancient and modern, and the students are expected to conform to the established curriculum.

h. ST. MARY'S ACADEMY, INDIANAPOLIS.

St. Mary's academy was established in 1863, the present building having been occupied since 1876. The institution is under the charge of the sisters of St. Francis, the moral and religious training being of paramount importance.

There are several departments such as music, art, business, and liberal arts. The school is supported by tuition.

i. ST. CHARLES' SCHOOL, CRAWFORDSVILLE.

This school was founded in 1865 by Mother Angela, superior of the sisters of the Holy Cross. It is not chartered, being a small parochial school. At present there are eighty pupils enrolled, who are taught by three sisters of the Holy Cross sent from St. Mary's convent, Notre Dame, Ind. The school is supported by the tuition paid by the pupils.

j. SACRED HEART ACADEMY, FORT WAYNE.

This institution, a private boarding school for a small number of pupils, was founded in 1866 under the direction of the sisters of the Holy Cross from St. Mary's academy, Notre Dame, Ind., it being the third school founded by the order. Its work embraces all the branches necessary to a refined and practical education, ten years being required to complete the course. The faculty now numbers seven, and the present enrollment of pupils is fifty. The institution is run on such a plan as to make the terms easy for poor students, yet it is self-supporting.

The pupils are encouraged to edit quarterly a journal, which is of great value in their work.

k. ST. MICHAEL'S ACADEMY, PLYMOUTH.

This institution was founded in 1870, and is under the direction of the sisters of the Holy Cross from their mother house, St. Mary's, Notre Dame. There are two brick buildings costing \$18,000. The school is carried on as a boarding school for boys under twelve years of age, and a day school for young ladies and children. One hundred and thirty pupils are now in attendance.

l. ST. MARY'S ACADEMY, NOTRE DAME.

St. Mary's academy, under the direction of the sisters of the Holy Cross, was chartered February 28, 1885, under an act of the general assembly of the state of Indiana, whereby the institution was empowered "to confer such degrees upon scholars as are usual in academies of the highest standing."

The officers, superior general and four assistants form the council of administration and make up the board of trustees. The officers are elected by general suffrage, the term of office being six years. The second assistant-general is directress of St. Mary's academy and is head of a faculty of thirty-eight members. Pupils enrolled for 1903-04, 300.

There are three departments, the senior, junior and minim. Girls under twelve years are placed in the minim department. The collegiate course requires four years and special advantages are offered in music, art, English literature or languages. The entire course is practical and comprehensive, and it is the aim to train the heart as well as the mind, to form women who will grace society with their accomplishments, and honor and edify it with their virtues. Every attention is given to moral and religious culture.

m. ACADEMY OF IMMACULATE CONCEPTION, ST. MEINRAD.

This institution was established in 1886 by the sisters of St. Benedict, for the purpose of educating young ladies. It is located five miles from the well-known college of St. Meinrad. The course of instruction includes every useful and ornamental branch of education, divided into four departments—primary, intermediate, senior and commercial. Diplomas are awarded to all those who complete all the studies of either senior or commercial departments. The number in attendance is twenty-five pupils.

n. JASPER COLLEGE, JASPER.

Jasper college was founded in 1889 and was opened for the occupation of students on September 12 of the same year. It was incorporated in January, 1890, under the laws of the State of Indiana, in conjunction with St. Meinrad's college, and empowered to confer the usual academic degrees. The institution is supervised and conducted by the Benedictine fathers.

The Rt. Rev. Athanasius Schmitt, O. S. B., abbot of St. Meinrad's monastery, is *ex officio* president of the institution. Not residing in the college at Jasper, he is represented by the reverend rector of the institution, who is the head of the college and is assisted by a faculty of five professors.

The course of study comprises three years for the commercial course and two for the scientific course. Applicants who upon an examination prove themselves far enough advanced to take up any other course than the first may obtain their diploma and degree within a shorter period of time.

The object of Jasper college is to afford the facilities for securing a solid and complete commercial and scientific education, and hence the college is open to all, irrespective of religious persuasion.

The college is situated on the outskirts of Jasper, the county seat of Dubois county, and is directly accessible by the Louisville-St. Louis division of the Southern railway, Jasper forming the terminus of the Evansville and Jasper branch of the above-mentioned railroad.

The college buildings are substantially built of brick and sandstone, with Bedford and Lake Superior limestone trimmings. The kitchen, refectory and boiler-room are located in separate buildings especially constructed for that purpose, at a distance of several yards from the main structure. This separation was made in order to obviate divers difficulties and hindrances, which, experience teaches, can not be avoided without such precaution. All the halls, rooms and corridors in each building are well ventilated and lighted by electricity, heated by an excellent system of steam heating, and furnished with water-pipes and appurtenances. The lavatory and bathrooms, supplied with hot and cold water, have been fitted with the latest modern improvements. For cleanliness and convenience they are almost perfect. Attention is called to the fact that there is very little or no danger of fire occurring in the building. The absence of stoves, the convenience of fireplugs and hose, the caution taken to have every wall built of stone, all tend to make the construction safe against conflagrations. Fire escapes are erected on the east and west sides of the main building. These were put up strictly according to the specifications of the laws of the state of Indiana. Every appliance has been carefully and tastefully selected with a view of giving the college the advantage of a beautiful, commodious and healthfully arranged edifice.

The college does not enjoy the support of the state but depends upon the attendance of its students. The present attendance is ninety-four.

o. ST. JOSEPH'S COLLEGE, RENSSELAER.

This institution is situated near the city of Rensselaer, about 48 miles north of Lafayette, and 72 miles southeast of Chicago. The college was opened in 1891, and is incorporated under the laws of Indiana, with powers to confer degrees and academical honors. The first class graduated in 1896.

The main building presents a frontage of 325 feet, and has ample accommodations for 200 students. Spacious classrooms, recreation, cheerful refectories, fine reception rooms, a beautiful chapel, comfortable private rooms, airy dormitories, lavatories, bathrooms, a replete gymnasium, etc., form parts of this model establishment. A smaller building is devoted to the musical department of the institution. A spacious music hall, eight practice rooms, besides apartments for the use of the military band and orchestra belong to this department.

The recreation grounds are extensive and afford every facility for beneficial and manly sports. The surrounding groves, lawns and the campus are very extensive and beautiful. According to the *American Journal of Health*, St. Joseph's "is an ideal boarding school from the view point of the hygienist."

St. Joseph's college is exclusively a Catholic institution, founded and conducted by the fathers of the Society of the Most Precious Blood, a religious community engaged in educational and missionary work.

The board of trustees is composed of six persons, elected by the members of the community, in whom the ownership and control of the college is vested. The president and other officers are appointed by the officials of this community. The faculty at present consists of thirteen professors and two assistants.

The college has three different courses of study, the collegiate, the normal and the commercial. For the completion of the normal and commercial courses a three years' attendance is required; for the completion of the classical or regular collegiate, six years. The degree of Bachelor of Arts is conferred on the

student who has successfully completed the collegiate course. To obtain this distinction he must pass satisfactory examinations in religion, logic, ethics, Latin, Greek, English literature, poetics, plane and spherical trigonometry, geometry, algebra, ancient and modern history.

A diploma is awarded to the students of the normal and commercial course for proficiency in religion, English, mathematics, pedagogy, physiology, United States history, physical geography, civil government. Bookkeeping, commercial law, mathematics, typewriting and stenography form the greater part of the commercial course.

Besides these branches there are many optional branches such as the principal modern languages, especially German and French; the sciences, astronomy, botany, physics, geology, and zoölogy.

A complete course of instruction in instrumental and vocal music is also included in the curriculum of the college. It includes a thorough understanding and application of the principles of harmony and musical composition.

The institution is also equipped with a library of several thousand volumes, two reading-rooms and libraries for the students, a well-selected museum of curiosities as also the apparatus necessary for the science classes.

At present St. Joseph's college has an enrollment of 130. The college is supported entirely by the tuition fees of the students.

THIRD DIVISION.
HIGHER EDUCATION.

I. UNIVERSITIES, COLLEGES AND NORMAL SCHOOLS.

A. STATE INSTITUTIONS.

1. STATEMENT.

The first proposition looking toward an appropriation of public lands in the Northwest territory for the support of education was made June 5, 1783, when Col. Bland, of Virginia, moved in congress to divide the territory into districts suitable for prospective states, and for a reservation of lands for the founding of seminaries of learning.

On May 20, 1785, a law was enacted which provided that section 16 in every township should be reserved for the maintenance of public schools. This reservation marks the beginning of the policy which, uniformly observed since then, has set aside one-thirty-sixth of the land in each new state for the maintenance of common schools. This act of the continental congress may be looked upon as the beginning of state education in the west.

On July 23, 1787, two additional townships were gained for the state of Ohio, for the perpetual support of a university. The precedent here established gave Indiana an opportunity to claim a similar donation from congress, which she afterward obtained.

On March 26, 1804, congress passed an act providing for the sale of certain lands in the three districts—Detroit, Kaskaskia and Vincennes—"with the exception of the section numbered 16, which shall be reserved in each township for the support of schools within the same; also, of an entire township in each of the three described tracts of country or districts to be located by the secretary of the treasury for the use of a seminary of learning." On the 10th of October, the said secretary located township 2 south, range 11 east, now in Gibson county, Indiana, for the above stated use.

By an act to provide for the admission of Indiana as a state into the union, congress provided, April 19, 1816, "that one entire township, which shall be designated by the president of the United States, in addition to the one heretofore reserved for that purpose, shall be reserved for the use of a seminary of learning to be appropriated solely to the use of such seminary, by the legislature of the state." The first general assembly of Indiana territory passed "an act to incorporate a university in the Indiana territory." This act was approved November 29, 1806, and the institution was then and is still known as Vincennes university. This was the first institution for higher learning within the limits of Indiana. To it was given the seminary township, as referred to above, and power was granted it to sell four thousand acres, to receive bequests, and to hold not exceeding one hundred thousand acres of land. The lottery method was at one time employed to raise funds for the support of the institution and to procure a library. Public sentiment condemned this policy, and it soon ceased to operate. In 1822 an act was passed by the general assembly for the practical confiscation of its land for the support of its new "state seminary" at Bloomington, and in 1824 the state formally declared the Vincennes institution extinct. This act provided for the sale of the seminary township in Gibson county and for the use of the money as a productive fund for the benefit of the state seminary, previously established at Bloomington.

The withdrawal of state care and attention from this early school is not fully explained. The removal of the capital; the carelessness of trustees and indifference of its friends; the rise of similar "academies" and "seminaries" in other portions of the state; and perhaps, political influence—all these worked adversely to the continuance of the school at Vincennes as a state institution.

Notwithstanding the many reverses of this institution, its early history is an essential part of the history of higher education by the state. Its early life represents the first effort of the people toward a state university. Thus, in the wilderness, among hardy pioneers, before the state took its place in the Union, and years before any system of common schools for its people had birth,

the representatives of the people made provision for higher education.

II. INDIANA UNIVERSITY—BLOOMINGTON.

In accordance with section 2, article IX of the constitution of 1816, the general assembly, by an act passed and approved January 20, 1820, took the first definite step toward the establishment of the Indiana university, and as a result the Indiana seminary was opened in May, 1824. Within three years it had made such progress in number of students and the general character of its work that a board of visitors, appointed by the general assembly in 1827, recommended that the Indiana seminary be raised to the dignity of a college. On January 28, 1828, this recommendation was enacted into law. The continued growth and increasing importance of the institution led the general assembly, in 1838, to confer upon it the name and style of the Indiana university.

The board of trustees of the Indiana university is required to report biennially to the governor of the state, and to the superintendent of public instruction whenever by him requested, on all matters relating to the university. The whole administration of the university is likewise open to the inspection of a board of visitors, composed of the governor, lieutenant-governor, speaker of the house of representatives, judges of the supreme court, and the superintendent of public instruction; and all accounts of the university are regularly audited by the auditor of state. The president of the university also is ex-officio a member of the state board of education, a body which has general supervision of public education within the state.

Under the system authorized by the constitution and the laws of the state, instruction for the first eight years of school life is furnished in the grades, the next four in the high school, and the last four in the university.

The annual attendance prior to 1850 ranged from thirty-eight in 1841 to one hundred and fifteen in 1848. From 1850 to 1884 the smallest attendance in the university was forty-eight in 1853, the largest one hundred and ninety in 1881. The remarkable

growth in the last fifteen years is shown by the following five-year table:

1888.....	275
1893.....	572
1898.....	1049
1903.....	1469

Dr. William Lowe Bryan is president of the university. He is tenth in line of succession. In chronological order the list of presidents is as follows: Andrew Wylie, D. D., 1829-51; Alfred Ryors, D. D., 1852-53; William Mitchel Daily, D. D., LL. D., 1853-59; John Hiram Lathrop, LL. D., 1859-60; Cyrus Nutt, D. D., LL. D., 1860-75; Lemuel Moss, D. D., 1875-84; David Starr Jordan, Ph. D., LL. D., 1884-91; John Merle Coulter, Ph. D., LL. D., 1891-93; Joseph Swain, M. S., LL. D., 1893-1902; William Lowe Bryan, Ph. D., since 1902.

Admission to the university was, until the college year 1868-69, restricted to men, but by a resolution of the board of trustees the doors of the university were at the beginning of that year opened to women on the same terms. Since 1869, therefore, the university has been co-educational in all its departments. Of the fourteen hundred and sixty-nine students in Indiana university last year, nine hundred and nine were men and five hundred and sixty were women.

Indiana university was one of the first educational institutions of the country to adopt the elective course of study. This system is designed to secure a fundamental uniformity in the work of all students, and at the same time be flexible and adaptable to the needs of individuals. An equal amount of preparation for admission is required of all students—all must take a group of similar prescribed studies, all must follow some special line of study during three or four years. All students meeting the university requirements receive the degree of bachelor of arts. At the same time the student is granted great freedom in the selection of his studies, the educational value of the element of personal choice being fully recognized.

The board of trustees is composed of eight members, five of whom are selected by the state board of education, and three by the alumni of the institution. The officers of the board are a president, secretary and treasurer.

There are seventy-one members of the faculty who were educated in sixty of the leading institutions of America and Europe. Exclusive of the school of law and the school of medicine, there are nineteen departments, as follows: Greek, Latin, Romance languages, German, English, history and political science, philosophy, economics and social science, pedagogy, mathematics, mechanics and astronomy, physics, chemistry, geology and geography, zoology, botany, fine arts, music and physical training.

The first site of the university adjoined the town on the south. This site lay in Perry township, the township granted by congress in 1816 for seminary purposes. Here in a temporary structure was opened in 1824 what was called the state seminary, the style being changed to Indiana college in 1828 and to Indiana university in 1838. In 1836 a more pretentious building was erected, which was destroyed by fire in 1854, with its valuable contents in the form of libraries and collections. The friends of the university then rallied to its aid, and another and better building was erected. This building, one of the most picturesque in Bloomington, is now known as the old college. It was purchased in 1897 by the board of education of the city of Bloomington, and is occupied by the Bloomington high school. In 1874 a second larger building, of similar design to the old college, was erected for the libraries and museum. In a second fire, in 1883, this building, with all its contents, was destroyed.

The fire of 1883 marked a turning point in the history of the institution. It was decided to remove the university to a more ample site and one away from the noise and disturbance of the railway. For this purpose the tract known as Dunn's woods, east of the city of Bloomington, was purchased. Including later purchases, the campus now has an extent of about fifty acres. The campus proper is well wooded and of a rolling nature; a portion of the remainder is more level, and is used for the athletic field and for tennis courts.

The campus is cared for by an experienced gardener, who, under the direction of the department of botany, has set out many rare plants, shrubs and trees. The chief university buildings form an L on the crest of the campus proper, the longer line of the L overlooking the town to the west. The chief buildings, beginning with the one nearest the city, are: Maxwell hall,

erected in 1890; Owen hall, 1884; Wylie hall, 1884; Kirkwood hall, 1894; Science hall, 1902. Other buildings are: Mitchell hall, 1884; Kirkwood observatory, 1900; the men's gymnasium, 1896; the power house, and the old gymnasium.

Maxwell hall, which forms the north side of the L, is named for Dr. David H. Maxwell, one of the most energetic promoters of the state seminary and a life-long friend of the university in the three stages of its development, and for his son, Dr. James D. Maxwell, a member of the board of trustees from 1860 to 1892. The building is of white limestone and is fireproof. In architecture it is romanesque, with the characteristic grotesque and arabesque ornaments of the style. Maxwell hall is used chiefly for the library and administrative offices. Quarters in the basement are occupied by the co-operative association and the woman's league.

Owen hall, a square brick building with pentice vestibule, is named for Richard Owen, the geologist, who was professor of natural science in Indiana university from 1862 to 1879. It is practically fireproof. Owen hall contains the collections in natural history, and quarters of the departments of zoology and botany. A greenhouse for the use of the department of botany has been erected in connection with this building.

Wylie hall (partially destroyed by fire February 7, 1900, but now entirely restored and increased by one story) is larger and more imposing than Owen hall. Like Owen it is built of brick, trimmed with stone. Dr. Andrew Wylie, the first president of Indiana university, and Professor Theopolis A. Wylie, the colleague of Professors Owen and Kirkwood, are worthily commemorated in this building, erected in 1884. Wylie hall is devoted to chemistry (basement, first floor and part of second), mathematics (second floor), and law and the law library (third floor).

Kirkwood hall is the second largest building on the campus, and is built of white limestone. A romanesque portal surmounted by a massive square tower is the most striking feature of the facade. The building contains the rooms of the following departments: English (basement and first floor), economics and social science (basement and first floor), history and political science (first floor), Greek (second floor), Latin (second floor),

Romance languages (second floor), German (second floor), fine arts (third floor). The Christian associations also have quarters in the third story, while a women's waiting room is provided on the first floor.

Science hall was completed in 1902 and dedicated January 21, 1903, in connection with the exercises of foundation day and the installation of President Bryan. It stands at the tip of the L. Its interior construction is of brick, iron and concrete, the exterior being of white limestone. It is fireproof, and is the largest building on the campus. It contains a basement and four stories, and is occupied by the following departments: Physics (basement and first floor), philosophy and psychology (second floor, third floor), pedagogy (second floor, third floor, fourth floor), geology and geography (third floor, fourth floor).

Mitchell hall, named for the Hon. James L. Mitchell, a graduate of 1858 and trustee from 1883 till his death in 1894, is a wooden structure east of Science hall, and is at present used for the women's gymnasium.

Kirkwood observatory, situated southwest of Maxwell hall, is built of white limestone. It contains six rooms, including a circular dome room twenty-six feet in diameter. Both the observatory and Kirkwood hall are named in honor of Dr. Daniel Kirkwood, one of the most eminent of America's astronomers, who was for many years a member of the faculty of the university.

The men's gymnasium was erected in 1896. It is a frame structure of modern design. In addition to its athletic uses, it serves as an assembly room for the public exercises of the university; when so used, the floor and gallery have a seating capacity of 1,600. The old gymnasium, north of Owen hall, is still used for practice games of various kinds.

Behind the men's gymnasium is the power house. From this central plant all the buildings, except Kirkwood observatory, are supplied with steam heat and electric light, and the laboratories of the departments of physics, chemistry and psychology with electricity.

In the tract of low ground lying northeast of Owen hall and the men's gymnasium is Jordan field, the athletic grounds—named in honor of David Starr Jordan, president of the university from 1884 to 1891. Here a field for football and baseball has been

graded and a running track laid out; on the contiguous ground to the west are located a number of tennis courts for the use of the men students. In the wooded ground on the south side of the campus, conveniently near to Mitchell hall, are two well-shaded courts for women.

The Indiana university biological station is located at Winona Lake, Indiana. The Winona Assembly has erected for the station two buildings, each 20x45 feet and two stories high. The tenth annual session will be held in 1904.

The funds of the university, in its earlier days, were derived almost wholly from the proceeds of the seminary lands, from gifts, and from fees paid by students. In 1867, by an act approved March 8, the general assembly provided for the increase of these funds by an annual appropriation. "Whereas," the act reads, "the endowment fund of the state university, located at Bloomington, Monroe county, is no longer sufficient to meet the growing wants of education and make said university efficient and useful; and whereas, it should be the pride of every citizen of Indiana to place the state university in the highest condition of usefulness and make it the crowning glory of our present great common school system, where education shall be free," therefore eight thousand dollars annually were appropriated out of the state treasury to the use of the university. This amount was found insufficient, and from time to time the amount of the annual appropriation was increased. In 1883, by an act approved March 8, provision was made for a permanent endowment fund to be raised by the levy, for thirteen years, of a tax of "one-half of one cent on each one hundred dollars worth of taxable property in this state," to be paid into the state treasury to the credit of the Indiana university. In 1895 an act was passed (approved March 8), levying an annual tax of "one-sixth of one mill on every dollar of taxable property in Indiana," the proceeds to be divided among the Indiana university, Purdue university, and the Indiana state normal school, in lieu of any further annual appropriations for maintenance. Of this amount the Indiana university received one-fifteenth of a mill on the taxable property in the state. By an act approved March 5, 1903, this law was amended, and Indiana university now receives one-tenth of a mill on every dollar of taxable property in the state.

Indiana university is pre-eminently the institution of the people. It is the concrete example of the democracy described by President William Lowe Bryan in his inaugural address when he said:

"What the people need and demand is that their children shall have a chance—as good a chance as any other children in the world—to make the most of themselves, to rise in any and every occupation, including those occupations which require the most thorough training. What the people want is open paths from every corner of the state, through the schools, to the highest and best things which men can achieve. To make such paths, to make them open to the poorest and lead to the highest is the mission of democracy."

The rapid increase in the attendance is the best evidence that the university is fulfilling its mission. Worth and not wealth is the test applied in the class room and in society. Last year almost fourteen hundred of the sons and daughters of Indiana alone were in attendance. For the last five years every county in the state has been represented annually. The course of study keeps abreast of the times. Every honorable calling is ably represented by the graduates of the institution.

b. PURDUE UNIVERSITY—LAFAYETTE.

Purdue university, located at Lafayette, Ind., originated in the act of congress approved July 2, 1862, appropriating public lands to the various states for the purpose of aiding in the maintenance of colleges for instruction in agriculture and the mechanic arts. The state of Indiana accepted the provisions of the act of congress by an act of legislature approved March 6, 1865, thus providing for the establishment and maintenance of the institution. Two subsequent acts of congress for the further endowment of the institution have been formally accepted under the stated conditions by the legislature of the state, which has also fixed the name and location of the university.

From the first, the institution has been under the control of trustees appointed either by the legislature or the governor. These trustees, now nine in number, are responsible for all official acts, are subject to removal, and are in the strictest sense trustees of

the state's interest. The property of the institution is held in the name of the state and can not be disposed of without legislation.

The plan and purpose of the university is to provide liberal instruction in those arts and sciences relating to the various industries, and to conduct investigation and disseminate information concerning the principles and applications of agricultural science. The scope and work of the university is fixed by law as set forth in the three acts of congress relating to the establishment of the institution as follows:

The act approved 1862, appropriating lands, states that—

"The leading objects shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

The act approved 1887 appropriates \$15,000 annually for the experiment station, and states—

"That in order to aid in acquiring and diffusing among the people of the United States useful and practical information on subjects connected with agriculture, and to promote scientific investigation and experiment respecting the principles and applications of agricultural science, there shall be established, etc."

The act of 1890 appropriates \$25,000 annually for maintenance with the provision that it

"Be applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural and economic science, with special reference to their application in the industries of life and to the facilities for such instruction."

In accordance with this law the university offers the following courses of instruction:

1. Agriculture.—(a) Science and practice of agriculture, (b) horticulture, (c) entomology, (d) agricultural chemistry, (e) veterinary science, (f) dairying, (g) animal husbandry.

2. Applied Science.—(a) Biology, (b) chemistry, (c) physics, (d) industrial art, (e) sanitary science.

3. Mechanical Engineering.—(a) Shop practice, (b) machine design, (c) transmission of power, (d) hydraulic engineering, (e) steam engineering.

4. Civil Engineering.—(a) Shop practice, (b) railway engineering, (c) bridge engineering, (d) hydraulic engineering, (e) sanitary engineering.

5. Electrical Engineering.—(a) Shop practice, (b) machine design, (c) electrical engineering, (d) dynamo construction, (e) installation and management of electric railway and lighting plants, (f) telephonic engineering.

6. Pharmacy.—(a) Pharmacy, (b) chemistry, (c) materia medica, (d) prescription practice, (e) botany.

In addition to these departments of instruction the agricultural experiment station is occupied solely with investigations pertaining to agricultural problems.

Instruction was begun at Purdue in 1874. The first class graduated in 1875, since which time the instructional work of the institution has been continuous.

One thousand eight hundred students have been graduated from the institution, and over six thousand have received instruction for a longer or shorter period.

The faculty numbers one hundred. The courses of study are continuous throughout the year, hence the annual enrollment is practically complete by the close of the first semester. At that time, February 1, 1904, the enrollment was 1,424.

The institution is supported by the interest on its endowment fund (\$340,000); by the proceeds of the state educational tax of 1-20 of a mill on each one hundred dollars of taxable property, and by an appropriation from the United States of \$25,000 per annum, known as the Morrill fund.

The Indiana experiment station, which is an organic part of the university, receives its support from the United States, and the farmers' institutes are supported by funds received from the state, of which the university acts as trustee.

Equipment.—The grounds of Purdue comprise one hundred and eighty acres, fifty acres of which constitute the university campus, the remaining one hundred and thirty serving as a farm-laboratory for the school of agriculture and experiment station.

Twenty-two large buildings accommodate the various departments. University hall is occupied by the library and reading room, the halls of literary societies, and the offices of the registrar and the secretary of the board of trustees. The engineering building, presenting a floor space of more than an acre, contains the offices, lecture rooms, drawing rooms, shops and extensive laboratories of the departments of mechanical and civil engineering. The electrical building, chiefly characterized by its large dynamo

laboratory, is devoted to the departments of electrical engineering and physics. Science hall is the home of the departments of biology and chemistry. Agricultural hall, the experiment station, the veterinary infirmary and a group of extensive farm buildings give accommodation to various phases of the work of the school of agriculture. Purdue hall is occupied entirely by recitation and lecture rooms, the pharmacy building by the department of pharmacy, and the art hall by the lecture room and studios of the art department. The latter building also serves as a dormitory for women students. The Eliza Fowler hall is a beautiful building containing the auditorium used for public and official functions of the university, and also the offices of the president of the university.

In the organization and development of the various departments at Purdue, there have been supplied liberal facilities for the accommodation of students in experimental study and research. It is not too much to say that a marked characteristic of the university is to be found in the number and extent of its laboratories. The equipment which fills these laboratories is in all cases of a very practical sort. In them, the student of engineering finds machines identical in size and character with those which in power-stations and factories are doing the world's work; the student of science commands instruments and apparatus not inferior to those with which professional scientists employ their time; while the student of agriculture deals directly with the machines, the materials and the animals of the farm.

In the departments of engineering, the work shops for beginning students are elaborately equipped with tools and machines for carpentry and joinery, pattern making, foundry work, forging and machine work, and are sufficiently extensive to accommodate one hundred and sixty men at a time. The steam engine laboratory for more advanced students contains fifty or more typical engines, the largest of which is rated at 300-horse power. There are Corliss engines and plain slide valve engines, pumping engines and mill engines, and of whatever character, they are in all cases mounted in such a way as to permit their action to be studied and their performance to be tested.

A separate building contains a locomotive testing plant embrac-

ing a modern locomotive so mounted that it may be fired and its motion controlled precisely as if it were upon the road.

The electrical laboratories contain more than thirty dynamos and motors which are served by switchboards having more than four hundred terminals. Nine other switchboards serve in connection with a large array of accessory apparatus. The photometric laboratory, the telephone laboratory, the storage batteries and the instrument cabinets each have their appropriate equipment.

Similarly, for field work in surveying, for hydrographic work, and for astronomical work in connection therewith, the equipment of the civil engineering cabinets contains types of all instruments usually employed in such work, the list including no less than sixteen engineer's transits and thirteen levels.

The laboratory for testing materials contains a large variety of testing machines for making tests of materials of construction in tension, compression, torsion, and abrasion under both static and impact conditions. Facilities exist for testing cement and concretes. A full supply of cabinet apparatus for delicate measurements is provided.

In the department of hydraulics, also, there are steam and power pumps, water-wheels and motors, standpipes and weir tanks, together with accessory apparatus for expert testing.

The engineering laboratory is the repository of the American master car-builders' association, and as such contains the air-brake testing rack, embracing the complete air equipment for two railway trains of fifty cars each, and a brake shoe testing machine designed to determine the coefficient of friction between brake shoes of various materials, and a standard car wheel, these being the property of the association. A locomotive museum contains four historic locomotives.

The science laboratories include a suite of rooms occupied by the department of biology. There are rooms for general biology, physiological and cryptogamic botany, bacteriology, sanitary science, fermentation, vegetable physiology and plant pathology. The equipment of these laboratories includes microscopes, microtomes, dissecting instruments, illustrative apparatus, herbarium and collections, its extent being suggested by the fact that there are as

many as twenty Beck, and fifty Bausch and Lomb's microscopes. Similarly, the department of chemistry has, in addition to its general laboratory which is equipped to accommodate one hundred and seventy-six students at a time, a laboratory for quantitative analysis, special laboratories for advanced study, a departmental library, balance rooms, furnace rooms, store-rooms, etc., while the pharmaceutical laboratories include a prescription room which is equipped as a modern dispensing pharmacy, and a pharmacognosy room, the cabinet of which includes 1,100 specimens of crude drugs and chemicals.

The equipment of the department of agriculture includes a laboratory of agricultural physics for work in mechanical analysis of soils, a laboratory of agricultural chemistry, a horticultural laboratory supplied with modern appliances for the study of various operations in plant reproduction, and for the investigation of problems in economic botany. A dairy laboratory occupying a series of twelve rooms is equipped as a modern creamery for butter and cheese making, while a room devoted to farm-dairying involves more simple apparatus.

A veterinary laboratory and museum and an entomological laboratory contain cabinets and equipment usual in such cases. The farm machinery contains an exhibit of modern agricultural machinery, and an agricultural museum contains a collection of specimens of soils, fertilizers, wools, cereals, etc.

The agricultural experiment station, while devoted chiefly to problems of agricultural research, opens its well-equipped laboratories to advanced students in chemistry, botany and veterinary science.

The college farm with its one hundred and thirty acres is divided into fields upon which staple Indiana crops are systematically raised, the rotation and the fertilization being after a plan covering a considerable number of years. The live stock farm is designed to serve in class room work for judging types and breeds, and for experimentation. While most of the animals are bred on the farm, the university from time to time makes purchase of stock from some of the best flocks and herds of Europe and America.

The orchard of the farm contains fifty varieties of Russian and standard apple trees, and numerous varieties of pears, plums,

cherries and other fruit trees, as well as grapes, bush fruits and strawberries.

c. THE INDIANA STATE NORMAL SCHOOL—TERRE HAUTE.

The act of the general assembly which created the state normal school was approved December 20, 1865. This act defined the object of the school to be "the preparation of teachers for teaching in the common schools of Indiana," provided for the appointment of a board of trustees, the location of the buildings, the organization of a training school and the adoption of courses of study, and created the normal school fund for the maintenance of the institution. The act further required the trustees to locate the school at the town or city of the state that should obligate itself to give the largest amount in cash or buildings and grounds to secure the school. The city of Terre Haute was the only place to offer any inducements to secure the institution. A tract of land three hundred feet square near the center of the city, valued at \$25,000, and \$50,000 in cash were offered, and the city agreed to maintain forever one-half the necessary expense of keeping the building and grounds in repair. This liberal offer was accepted, and the construction of the building was begun. Aided by subsequent appropriations, the trustees were able to complete certain portions of the building, and the school was opened January, 1870. The professional training of teachers was an experiment in Indiana, and the institution began its work without the confidence and united support of the people of the state.

Twenty-three students were present on the opening day, and this number increased to forty by the end of the term. The attendance has grown steadily since the opening of the school, and during the year ending October 31, 1903, 1,791 different students were enrolled. In 1887 the school had become so large that it was necessary for the high school of Terre Haute, which had occupied a portion of the building since its completion, to find new quarters, thus leaving the entire building of three stories to be occupied by the normal school alone.

On the forenoon of April 9, 1888, the building and its contents were almost totally destroyed by fire. Only the foundations were left unimpaired; the library, furniture, apparatus and everything

in the building—the accumulation of eighteen years—were consumed. Terre Haute provided temporary quarters for the school, and, under the contract to maintain one-half the expense of repairs to the buildings and grounds, promptly gave \$50,000 in cash with which to begin the work of rebuilding. The next general assembly appropriated \$100,000 for the completion of the building and the purchase of a new library, etc. With these sums the school constructed a commodious and beautiful building and purchased an equipment for every department much superior to that possessed before the fire.

The legislature of 1893 appropriated \$40,000 for the construction of a new building to be used for gymnasia, library and laboratories. The general assembly of 1895 appropriated \$20,000 and the general assembly of two years later \$10,000 with which to complete this building.

Material Equipment.—The state normal school occupies two large, handsome buildings, each four stories high. The larger building, constructed immediately after the fire of 1888, is about 190x150 feet, and is a very commodious, well-appointed school building. It contains an assembly room capable of seating three hundred persons, a beautiful chapel which seats comfortably one thousand persons, the president's office, reception room, cloak room, class rooms, wash rooms, etc. It is, architecturally, one of the most beautiful buildings in the state, and its internal arrangement is well adapted to the purpose for which it was constructed.

The second building is about 100x100 feet, and is, architecturally, in general harmony with the larger building. The basement story contains the two gymnasia; the second story is occupied by the library. This is a large, well-lighted, beautiful room, admirably adapted to library use. The third story is occupied by the several science departments. The fourth story is used by the literary societies and the Y. M. and Y. W. C. associations. The library is equipped with every needed appliance, and contains about 35,000 well-selected volumes. The chemical, biological and physical laboratories on the third floor are substantially finished and are equipped with everything needed for the science work of the school.

Probably there are few, if any, normal schools in the United

States that are more fully equipped in all their departments for work than is this institution.

Proposed Enlargement.—The general assembly of 1903 made a very liberal provision for an increased support of the school. A specific appropriation of \$50,000 was made for the construction of a training school building, and a very substantial advance in the institution's annual maintenance was given by increasing the tax for the support of the school.

For many years the school has felt greatly hampered by the presence in its main building of the large training schools which it is necessary to maintain. These schools have occupied portions of the building very much needed for the other work of the school. In addition to this fact, it has been impossible to provide room enough for maintaining the training school commensurate with the important work that it is intended to do in the preparation of teachers. A suitable site has been purchased near the present buildings and it is the intention to erect thereon a modern building complete in all its details, to be used as a training school building. Every effort will be made to construct a model building that shall afford every facility for the work of the training school. The training school itself will then be enlarged so that each of the eight grades below the high school will have a large, well-ventilated room complete in all of its appointments. Heretofore it has been necessary to have more than one grade in each of several of these rooms. With the new building contemplated, each grade will be to itself in a separate room and managed by a single teacher. A portion of the new training school building will be set apart for elementary manual training work. The \$50,000 appropriated by the general assembly will be supplemented by about \$25,000 taken from the general funds of the institution, in order that the training school building may be in every respect a modern, model and complete school building.

The increase in the tax for the support of the school will give the institution, beginning July 1, 1904, about \$100,000 annually for its maintenance. This will enable the school to enlarge many of its courses and provide additional teachers. It is the intention to offer courses in the various advanced subjects that will equip teachers in every way for teaching the most advanced high school subjects.

The Purpose of the School.—The statute of 1865 which created the Indiana state normal school clearly defined its object. This was declared to be “the preparation of teachers for teaching in the common schools of Indiana.” The state normal school, then, is not an institution for general culture for its own sake; it is a special school—a professional school. Its sole purpose is to confer on its students that education, discipline, professional training and practical skill which will best fit them for teaching in the public schools of Indiana. The school limits its attention and work to this one thing—the preparation of teachers for teaching in the common schools of Indiana. No person is admitted who does not enter for the purpose of preparing to teach in the common schools of the state, and all the work of the school has this one end in view. Perhaps a brief statement of the school’s work in its attempt to fulfill this one object of its existence may aid some to determine whether or not they wish to become students.

Since the common schools of the state consist largely of the district and grade schools and the greater part of the common school work is in the elementary or common branches, the state normal school seeks first of all to ground its students (such as do not already possess this knowledge) thoroughly in the common or legal branches of study. These lie at the foundation of all learning and scholarship. They are indeed the “fundamental branches of learning.” It is also true that the great majority of pupils in the public schools do not advance beyond these elementary subjects. If the state’s system of common schools is to become what its founders designed it to be, it must be largely through the efficient teaching of these elementary branches. About one year of the normal school course is devoted to a thorough, reflective study of these. They are not pursued and taught as in a common elementary school. The student is required to possess the usual general knowledge of these subjects to be admitted. In the normal school he is led to make a more critical and philosophical investigation of the facts and subject-matter than he has hitherto done. He now studies these subjects from a professional point of view, from a teacher’s standpoint. His own method of studying them, and the method of presenting them appropriate to the different grades of the public schools, are themselves objects of attention and study. The whole presentation of the subject is surrounded by a

pedagogical atmosphere which is altogether absent from the ordinary school. The student is not only acquiring a larger and better knowledge of the subjects themselves, but he is learning to teach them. All persons are required to pursue the common school branches before graduating except college graduates and persons holding three years', sixty months', professional or life state licenses.

In the next place, the course in the normal school requires every student to pursue a long line of more strictly professional work—that is, work which is designed to give special insight into all educational questions and prepare the individual for intelligent and reasonable charge of a school. This line of study consists of educational psychology, experimental psychology, theory of the school, the principles of methods, observation in the training schools and the interpretation of the teaching observed, child-study, history of education, school supervision, school systems of Europe and America, science of education, and practice in the training schools. In this more strictly professional department of the student's work every phase of education receives extended and systematic treatment—the historical, the theoretical and practical. The whole object of this is to lead the student to acquire a knowledge of the principles of education and to acquire a reasonable degree of skill in applying these as a teacher. He is to be freed from obedience to mere prescription and rule as a teacher and acquire genuine originality and true individuality. Rational understanding of his vocation is aimed at and the power to determine from the standpoint of principle what the process and work of the school should be.

In the third place, the school requires its students to pursue such advanced lines and courses of study as will best reinforce the knowledge of the common school branches, and at the same time best prepare them for the more advanced grades of public school work. Courses in Latin, German, history, mathematics, literature, science, etc., are offered, and no student can graduate who does not, in addition to his study of the common school branches and the professional line, pursue a sufficient number of these to complete four years' work in the school. Like the common school subjects, these branches are studied constantly from the teacher's point of view, and the student is frequently led to reflect upon their

value as means of education, the method by which they are being studied, methods of teaching these appropriate to the grades in which they are studied, etc. The object is to make the entire work of the school strongly and distinctively professional.

The faculty now numbers thirty-five. In the spring term, when the attendance is largely increased, the faculty is enlarged by the employment of about ten additional teachers.

B. DENOMINATIONAL INSTITUTIONS.

1. STATEMENT.

The establishment of denominational schools in Indiana reveals the same spirit which prompted the Pilgrim fathers to advance learning. Their chief purpose was to advance learning in order to propagate the gospel. They dreaded "to leave an illiterate ministry to the churches after our present ministry shall be in the dust." With just such zeal and earnestness did the early promoters of our denominational institutions accomplish their purpose. They believed with Francis Lieber, not only that "christianity considered as a branch of knowledge constituted an indispensable element in a liberal education," but that christianity taken solely as a historical fact is incomparably the mightiest fact in the annals of human society; that it has tintured and penetrated all systems of knowledge, all institutions, both civil and exclusively social, the laws, languages, and literature of the civilized nations, their ethics, rights, tastes, and wants. This influence and this religion they conceived the chief end of education to maintain.

The proof of such influence in the habits, minds, wants and lives of the early citizens in Indiana is seen in the struggle they endured to secure and perpetuate the denominational christian colleges.

a. DEPAUW UNIVERSITY—AN HISTORICAL SKETCH.

BY BELLE A. MANSFIELD. A.M., LL.D.

The development of institutions in a state like our own, where they have been a part of the indigenous growth, is always of peculiar interest. Even in the pioneer days in Indiana there was

a distinct recognition of needs beyond those for the mere material existence, and the life was known to be more than meat, and the body than raiment. Consequently the most far-seeing men and women, with distinct appreciation and rare devotion, bent the best energies of their lives to bring about the most helpful surroundings, for growth and development, not only within their own homes, but also in their several communities and within the reach of the still wider public. Under this impulse, churches and schools naturally found their places among the homes, the mills, the shops, and the stores of the new communities, and the growing civilization. This soon meant schools for the higher education, as well as those of primary and secondary grade; schools, too, not only under state management and support—but those under religious control as well—where distinct attention should be given to the spiritual growth, at the same time that the intellect was receiving its strictest training and most careful direction. As an outgrowth of this idea, the Methodist ministers of Indiana, in their annual conference assembled in 1835, voiced the sentiment of the most progressive, not only of their own numbers, but also of their congregations, when, after long and careful consultation, they drew into a formal resolution this sentiment that had been growing for several years, and adopted it and spread it upon their records—that they would found an institution for higher learning, to be known as “The Indiana Asbury university.” This meant much. The state was, as yet, sparsely settled; its roads, where laid out at all, were well nigh impassable; Methodism had only about 25,000 members within the state confines—and money was scarce among them, as it was also among their neighbors; but the need seemed great, energy was at high tide, and faith in the future unbounded. These ministers went from their conference session, and talked over their new plans with the people of their widely extended circuits.

Several places presented their claims and urged them to be the seat of this new center of learning—prominent among which were Lafayette, Indianapolis, Rockville, Putnamville and Greencastle. After it was once decided that the location should be within Putnam county, the advantageous situation of Putnamville was argued seemingly with propriety and with special force, because it was on that important “national road” that lead in unbroken distance even from Pittsburg and beyond it westward to the Mississippi

river. But notwithstanding this really important factor, the balance of the argument was against it, and the decision was cast in favor of Greencastle. This vote was reached at the conference session of 1836, which was held in Indianapolis, and on the Saturday afternoon of that occasion. The next Monday morning, Rev. J. C. Smith and Rev. Aaron Wood were appointed agents to collect money for the erection of suitable buildings for this important new enterprise. A committee also was named to memorialize the legislature at its coming session in the interests of a charter. All the preliminaries were adjusted and work in earnest was about to begin. The first serious opposition was encountered when the committee appeared before the legislature with their petition—a double line of opposition—from the foes of advancing Methodism, and from those who were opposed to attempting anything more than was already being done in the matter of education under the existing difficulties. But the way was finally cleared—in the lower house, by argument; and in the upper by strategy, combined with the argument; and on the 10th of January, 1837, the charter was granted which provided as follows: “That a seminary of learning shall be, and the same is hereby established in the town or vicinity of Greencastle, in Putnam county, and state of Indiana, to be known by the name and style of ‘The Indiana Asbury university,’ which shall be founded and maintained forever, upon a plan most suitable for the benefit of the youth of every class of citizens, and of every religious denomination, who shall be freely admitted to equal advantages and privileges of education, and to all the literary honors of said university according to their merit.” As yet, it will be noticed, that no maiden was provided for in all this university outlook; her presence was not described even on the university horizon and the “youth” of this charter provision is to have its strict interpretation of being, as the grammarian would say it, of masculine gender.

The claims of this new institution were presented and urged all over the state, and money came in at least liberally, if not abundantly. A building was begun which was to furnish the “local habitation and the place,” and its corner stone was laid amid great ceremony on June 20, 1837. This was the noblest occasion Putnam county had ever yet seen. Twenty thousand people had come from the surrounding country—some of them even from dis-

tant parts to witness this important ceremony. All Greencastle was a center of hospitality in the entertainment of its guests. The sermon of the occasion was preached by that splendid orator, Dr. Henry B. Bascom, of Kentucky, who later on became one of the bishops of the Methodist church south. All the incidents considered as belonging to such occasions were fully observed, and the men and women went to their homes resolved upon renewed zeal and added sacrifices in the interests of their "university." The building which was the original of what is now known as "west college," progressed without interruption or serious delay, and was really a noble structure from the standpoint of its times and its surroundings.

But the educational idea did not wait upon its completion. Rev. Cyrus Nutt, of Allegheny college, Pennsylvania, had recently opened a school in Greencastle, which within a few days of the laying of the "corner stone," was adopted as the preparatory school for the "university;" it had its beginning in an old school house, but in November of its first year was moved into a building on the piece of ground now occupied by the College-avenue Methodist church. The first home of this school was neither spacious nor pretentious—a room of about twelve by fifteen feet, but this was quite large enough for the teacher and his five students—the total enrollment at the opening of the first term; of these five, four were from Greencastle and the remaining one was from a few miles out in the country; their names are carefully preserved and are a part of the records. One-fifth of these charter member students continued his course even to graduation, and was a member of the class of '42—the third class that graduated from the institution.

Several ineffectual attempts to organize a faculty, were made within the next two years. The trustees, in their wisdom, saw that first-class talent must be called and the very best preparation that the church could command; in return they had little but possibilities to offer by way of inducement. During this period, Prof. Nutt—be his name written with reverence—held steadily to his course, and was himself acting president, professor, faculty, treasurer and whatever other offices the duties of the day might demand. With such assistance as he could from time to time secure, he did his work bravely and had the reward of seeing it prosper under his

care, and of recognizing the promise of larger things in the times to come.

At a meeting of the board in 1839, upon the recommendation of Bishop Roberts, whose home was then in Indiana, and of Dr. Charles Elliott, editor of the *Western Christian Advocate*, Prof. Matthew Simpson, of the faculty of Allegheny college, was elected president; largely through the representations and the urgency of those who recommended him, he decided to accept this important place, and entered upon his duties September 23, 1839. The first regular faculty as then constituted was as follows:

Rev. Matthew Simpson, A. M., M. D.—President and professor of mathematics

Rev. Cyrus Nutt, A. M.—Professor of languages.

Rev. John W. Weakley, A. M.—Principal of preparatory department.

John Wheeler—Tutor in Languages.

Dr. Simpson soon became known as wise in counsel, strong in executive quality and eloquent in speech. He was a statesman, and orator and a consecrated man of God. The new being committed to his care received into its veins some of the rare quality that carried him some years later to the eminent distinction of being recognized as the greatest man in American Methodism, since the days of Bishop Asbury.

His associates in the faculty, too, were men of genuine merit and of unfaltering devotion to their work. All of them became in subsequent years themselves presidents of important educational institutions.

This faculty entered upon its duties in 1839, the school still being located in the old seminary building. But at the opening of the second term of that scholastic year, in the spring of 1840, the new structure though not yet completed, was so far advanced that one part of it could be used for school purposes while the remainder was being finished. Work was pushed forward vigorously, both in the classes and with the brick and mortar, in order that by the commencement time, which was to be about the middle of September, everything might be in readiness for a veritable "commencement," and the looked for day at length arrived. The close of the school year witnessed a great event, the graduation of the first class from the "university," a class of three, of whom Dr.

Thomas A. Goodwin, of Indianapolis, with a long line of useful labors back of him, still lives to encourage us with his abounding spirits, to enliven us with his spicy reminiscences and to stimulate us with his enthusiastic activity. He still keeps a clear brain and wields a trenchant pen.

On the 13th of September, Dr. Simpson, who had been busily at work for nearly one year already, was formally inaugurated and the keys of the institution were placed in his possession by the Hon. David Wallace, the governor of the state of Indiana; this was his official announcement as the first president of "The Indiana Asbury university."

The next day the board of trustees took important action, looking toward making larger provisions for the growing needs. The chair of mathematics was separated from the president's duties and Rev. W. C. Larrabec, A. M., then principal of Cazenovia seminary, was elected professor of mathematics and natural science—but was soon relieved of the latter half of this combination to take charge of which Charles G. Downey, A. M., was elected. The chair of languages, too, was divided—its former incumbent retaining the Greek, his tutor, Rev. John Wheeler, A. B., being elected to the chair of Latin language and literature. The president also organized the department of mental and moral science and took charge of its classes in addition to his official duties as the head of the institution.

The faculty was now considered quite complete, and was, indeed, under all the circumstances one of remarkable strength. Only one change and one addition were made in its composition for the liberal arts work, until the end of what is sometime called the Simpson period; the change was incident to the resignation of Prof. Nutt and the succession of the elegant and enthusiastic Prof. B. F. Tefft, A. M., from the state of Maine. The retiring professor, however, returned a few years later to serve through another period of years in connection with the faculty here, and then in the faculty of a neighboring institution in our own state. The additional name placed in the teaching list was that of the accomplished scholar, Rev. S. K. Hoshour, A. M., who in 1847 was elected as tutor to take charge of the new work in German and French. In July 1848, President Simpson, with his work in full tide of prosperity, resigned his place to accept the editorship of the

Western Christian Advocate, to which position he had been recently elected. He had been at Asbury about ten years; during that time it had grown from its small beginnings, though with a large enough name, surely, to the status of a really prosperous and well known college. From the first, its educational standards had been placed high, and its corps of instructors was from among the best scholars and thinkers that the country could furnish. This meant very much, not only for those days and years, but for those that have followed even down to the present; and it will mean much for the subsequent times—not only in the records that are back of us and the traditions that are about us, but in the impulse under which we shall continue to live and grow.

Students, too, came in goodly numbers—as many as under the existing conditions could be well cared for; and these not only from our own state, but a liberal proportion from adjoining states and even more distant regions—recognizing that here was a place to gain an education of a high order, and to gain it under the advantages of broad healthful, christian surroundings. The best educational interests here subserved, and the importance of christian influences was emphasized.

During the year that followed the resignation of Dr. Simpson, while the board was trying to find a successor who would exactly suit the conditions and the needs—the administration was placed in the hands of Prof. Larrabee, and the standards were well maintained during this interim.

July 14, 1849, Rev. Lucien W. Berry, A. M., was chosen president and entered very soon afterward upon the duties of his official position. He was pre-eminently an orator; one of the most brilliant pulpit orators of his time—and withal a man of learning. He came to the new field of labor with the confidence of his brethren and the strong support of the church. His formal inauguration took place at the next commencement time, nearly one year after he commenced his work; the keys of the university were placed in his charge by the chief executive of the state, Governor Wright. He continued to administer the affairs of the institution for four years longer, and at the end of that time resigned his place here, and accepted the presidency of the Iowa Wesleyan university at Mt. Pleasant.

In the following August, the Rev. Daniel Curry, D. D., of New York city, was elected to the vacancy; he began his work with the opening of the school year and remained until July, 1857, a period of about three years. Dr. Curry was a superior teacher, a man of fine native ability and extensive culture, but not quick to assimilate the spirit of the west into his eastern life and habits; nor was he, perhaps, always wise in government. Passing by entirely what may have been the merits of the case, it is a matter of history that during these years arose the college rebellion that threatened such dire things to the school. So serious did the conditions become that a special session of the board of trustees was called in December, 1856, to adjust the differences between faculty and students that seemed incapable of easier adjustment. During this session the resolution was presented and adopted discouraging, as a general principle all appeals from students to the board of trustees as against faculty action. But at the end of the school year, the president decided that perhaps the interests of all concerned might be best subserved by a change in administration. He resigned his place and enjoyed many years of successful labor in other fields—the greater part of the time as editor of some of the most important periodicals under the control of Methodism.

From July, 1857, to July, 1858, the institution was again without an executive head. At this time Dr. Nutt was again elected to a professorship, after an absence of a number of years, and was also made vice-president. With this arrangement a successful year ensued and at the close of it Rev. Thomas Bowman, D. D., was elected to the presidency. He brought with him into his work, a beautiful spirit and a thorough education. Upon his coming, the school people and the general public rallied about him and the fourteen years of his administration were fourteen good years. There was genuine progress in those times and a good degree of peace on earth, good will among men. In 1872 he resigned the place which he had held through so many and such successful years, because the church in its wisdom had transformed the college president into a bishop of the Methodist Episcopal church. Rev. Reuben Andrus, D. D., at that time pastor of Meridian-street church in Indianapolis, was chosen as his successor, and continued in the place for three years; he was a strong preacher and a noble hearted man whose presence even impressed people toward the

better things. He came to his new work in days of its prosperity and after three faithful and successful years concluded to return to the work of his choice in the regular pastorate.

Rev. Alexander Martin, D. D., was the choice for the next president. He was a Scotchman by birth and had the true fibre of his own strong, rugged country. He was a born ruler and an able organizer. Dr. Martin came to Asbury in 1875, with ripe and broad scholarship and with firm conviction of right, which he carried out without fear or favor. He knew what a university ought to be, and furthermore knew that the one to which he was called was only an excellent college; he believed though, that the time had come to extend its circle of usefulness, and to make it in fact what it had all along been in name. To this end he labored and with how large degree of success is well known, till he saw Asbury enlarged and itself the liberal arts school of DePauw university, with beginnings at least of all the special and professional schools that usually enter into the constitution of a university, excepting only that of medicine. In 1889, he feeling that, with advancing years, he should be relieved from the heaviest of his responsibilities and the most arduous of his duties, his resignation as president, offered for the second time, was finally accepted and his active duties in the university were allowed to remain only in connection with his department of philosophy—at which post he continued until the end of his long and useful life in 1893.

After much consultation in the matter of the next presidency, Rev. J. P. John, D. D., was chosen in 1889. He was already one of the university professors and the institution's vice-president. He was thoroughly acquainted with the life about him and in full sympathy with the course of development of the last few years. With his strong logical mind and his enthusiastic nature he recognized large possibilities in the very near future, and bent his energies toward them. He devoted himself assiduously to the reorganization of the courses of study, and to the looking out professors of the highest available quality in their own lines of work, so that whenever a change had to be made in the faculty, or an addition could be made, it might always be the best one possible in the interests of the highest order of work in all departments. These were the days when the university expectations were at their greatest as regarded the value of its endowments and large things

seemed to be within the reasonable reach of the institution. But hard times came this way in '93 and continued through several subsequent years. Business interests suffered; stocks and shares declined in value; productive funds became non-productive; student numbers decreased because incomes in their homes were uncertain, and the horizon of present possibilities narrowed and that beyond the power of any one to prevent it. Many a man and many an institution during those years had to exchange its inquiry of "what is best" for the more available one of "what is now most expedient." But a high order of work was done in recitation rooms, libraries and laboratories, and young men and young women were learning to think, and were getting ready for the great world. Dr. John resigned the presidency in 1896 and was followed by Rev. H. A. Gobin, A. M., D. D., who for some years previous had been the dean of the school of theology. He showed himself to be a man among men for the time in the midst of which he was placed, and answered with rare discretion the best interests of the university, and brought it through the severest days of its financial difficulties, till the dawn of a new era of prosperity appeared on its horizon.

Within these fifty-two years, and under these seven administrations that have followed since the times of the first president, professors, associates, instructors and tutors have come and gone—many of them of noble quality and a high degree of efficiency in their several departments. Nor has it always been in their departments alone that they have rendered inestimable and imperishable service; for some have been wise and careful counsellors as well, and have touched for healing and for health the young life about them; some, too, have contributed bountifully toward the solutions of the weightiest problems that have presented themselves through these years, for university solution, and have planned and worked with zeal and efficiency for enlarging interests and advancing opportunities. But there are too many of them whose merits place them in honored ranks in the educational world, even to be named and titled in the brief pages of this historical sketch.

Many interesting things present themselves as worthy a place in the records of these passing years, but naturally we can stop here to make mention of only a few of them, so these few must

be selected from among those that are conspicuous as record making ones:

On the 23d of May, 1843, the trustees entered into compact with the secretary of war to educate ten Choctaw boys, and pursuant to this agreement Indians came into the school. At first it seemed peculiar but was entirely consistent with the provisions of the charter as was also the coming in at later times of Japanese, Africans and Chinese.

Hon. James Whitcomb, in 1853, gave the university his valuable library of 4,500 volumes, and made provisions for its supervision and enlargement. This furnished a very considerable nucleus for the accumulations of all these years. The regular income from the endowment which he left for it is still one of the important sources of revenue for the purchases of new supplies from year to year.

In 1859 it was considered expedient to reorganize the departments, and this was done under the following eight titles—each member of the corps of instructors fitting in some one of these groups.

- I. President, and professor of mental and moral philosophy.
- II. Vice-president and professor of mathematics.
- III. Professor of natural science.
- IV. Professor of Greek language and literature.
- V. Professor of Latin language and literature.
- VI. Professor of belles lettres and history.
- VII. Adjunct professor of mathematics and principal of preparatory department.
- VIII. Professor of law.

This new classification, in itself, made no changes in the work about the institution, or in the respective duties of the various persons concerned, but merely set forth in more systematic order facts that had been thrown into more or less of confusion by many adjustments and readjustments.

The year 1867 witnessed a real innovation; after careful consideration and protracted discussion, it was decided in June, that ladies should be admitted to the college classes. This was a great departure from the old standards; the mixed student contingent had as yet appeared in but very few of our colleges—notable among this few were Oberlin college and the Iowa Wesleyan university. With the opening of the next school year, a number of

young women availed themselves of the privileges for higher education, and in 1871 four young women were in the graduating class.

In 1869, Robert Stockwell having given \$25,000 to the endowment funds—which then seemed quite a munificent gift—the chair of Greek was named in his honor “The Robert Stockwell chair of Greek language and literature.”

But naturally amid all the growth and expansion of the times, the one building that had been so ample in its first years was entirely too small to meet even tolerably well the present needs. An additional building must be erected and that in the near future. After much deliberation, with but little money for it in hand and not much more in sight, but with large faith in the possibilities, the work was undertaken, and on the 20th of October, 1869, the corner stone was laid for a new building—the one now known as east college. The work progressed, but slowly, for the trustees and the building committee were not willing to go much in advance of the ready money for the payment of the bills; so that about six years passed by before the structure was completed, though parts of it were ready for occupancy before that time. When it was finished it was at a total cost of something more than one hundred thousand dollars. Quite a number of its rooms were finished, furnished and named by private individuals, and the spacious chapel was beautifully furnished by Mr. Jesse Meharry, and named in honor of his wife “Meharry hall.”

In 1877 a department of military science was established. It was organized and considerably advanced in drill through the generous and unrecompensed labors of Major C. W. Smith, of the class of '67, and Major M. Masters, both of Indianapolis, but an officer of the regular army was soon afterward secured, and the department was maintained without interruption until the outbreak of the recent Spanish war, which called in for the active service the officers and the guns. A department of physical culture has for the present superseded it.

In 1879 laboratories were first opened for science work; prior to this time, these studies had been pursued from the text book with occasional experiments made by the teacher in the presence of his class; with this new era, the student was sent into the laboratory to conduct his own investigations and make his reports.

The chemical laboratory was opened first, to be followed soon by the physical, and a little later by the biological.

On February 10, 1879, the old college building was nearly destroyed by fire. A little later it was rebuilt, enlarged and refitted—not at all a thing of beauty in its present state, but spacious and useful.

Eighteen hundred and eighty-two witnessed two marked actions of the board of trustees—the first one the election of Prof. Alma Holman, A. M., to the chair of modern languages, the first lady called to a full professorship in the institution; the second one the establishment of the department of theology, to which Rev. S. L. Bowman, S. T. D., of New Jersey, was called as the head.

On May 5, 1884, there came to a happy termination the series of negotiations that had been in progress for nearly three years, and that resulted in the change from "Indiana Asbury university" to "DePauw university," with the beginnings of all that it has meant in the way of strengthening and of enlargement. For the details of these important transactions reference must be made to the fuller records of the university. Suffice it here to say that important financial interests were subserved, by which the institution received \$60,000 from Greencastle and Putnam county, \$120,000 from the Indiana conferences and friends outside of Putnam county, and from Hon. W. C. DePauw, the liberal bequests, which, notwithstanding the vicissitudes of subsequent years, have netted the institution already about four hundred thousand dollars with settlements yet to be made within the near future that, according to most conservative estimates, will amount to about an additional one hundred and fifty thousand dollars.

Also, pending these negotiations, arrangements were completed for several other important enterprises prominent among which was the building and equipment of our excellent McKim observatory entirely at the expense of him whose name it bears. And this is in the line of advancement which has long been in progress. From the early beginning of the university down to the present time, friends have come forward with generous gifts to meet the pressure of special difficulties or to open the way for important advances that could not otherwise be made. Indeed the institution has never been wanting in friends who have been willing to labor, to plan, and even to sacrifice in its behalf. This has been

one element of its vitality and its strength. Rooms and corridors, libraries and alcoves are eloquent in their tributes, and the names and generosity of numbers of these earnest and devoted friends and helpers are among the most sacred of the records of these years.

With the new possibilities that opened with the coming in of these larger amounts of money of the past sixteen years the opportunity seemed at hand for realizing in fact the name of "university," and several new schools were projected and formally opened; so that by the year 1886 the following schools were in operation, and so continued for several years:

The Asbury college of liberal arts, school of theology, school of law, school of military science, school of music, school of art, normal school, preparatory school.

In 1890 it was deemed wise to elect a professor of pedagogy into the faculty of the Asbury college of liberal arts rather than to maintain a separate normal school—not because of any difficulty in maintaining the latter, but because more in harmony with the educational idea about a university.

In 1894, from lack of funds that could appropriately be used in developing the law school into what it really should be, it was thought best by the board of trustees to suspend it at least for a time, and in 1899 similar action, for reasons partly similar, was taken in regard to the school of theology, and a professorship of biblical literature was added in the liberal arts department.

In 1896 the name "preparatory school" was changed to "academy," in order that the work done there might be more exactly designated. With these changes the several schools continue.

Incident to the enlargement of the institution in these recent years several new buildings have been added. At present the buildings are as follows: East college, west college, science hall, McKim observatory, woman's hall, music hall, art hall and Florence hall—the last named of which is the most recent one, and was built through the bounty of Mrs. DePauw and Miss Florence DePauw. An additional building devoted to chemistry and physics is just completed; it has cost about \$60,000, and was made possible by the generous gift of the late Hon. D. W. Minshall, of Terre Haute. In addition a handsome residence has re-

cently been purchased and refitted for the occupancy of the president.

In recent years the university has passed out of its period of financial crisis, though the problem of larger endowments still abides. The Rev. W. H. Hickman, under the title of chancellor, served the institution for several years. He brought to his task unbounded enthusiasm and tireless energy, and has been a large factor in rescuing the university from its embarrassments. In 1903 Dr. Gehin and Dr. Hickman both resigned their positions, the former remaining as vice-president, the latter accepting the presidency of the Chautauqua institution. After much canvassing of the situation the trustees and visitors centered the headship of the university in one person and rearranged the work accordingly. In June, 1903, the Rev. Edwin Holt Hughes, S. T. D., then pastor of the Centre Methodist Episcopal church, Malden, Mass., was unanimously elected as president of DePauw university. He began his administration at the opening of the fall term in 1903. There is now a remarkable turning of confidence and enthusiasm toward the university from all its natural constituency. The prophecy is everywhere heard that DePauw university is entering upon an era of unexampled prosperity and usefulness.

And now this sketch has reached one of the most important factors of university life and university connection—the alumni and other former students of all these years from the beginnings even unto this present time; these men and, in more recent years, these women, too, whose lives have been to so large an extent molded and directed under its influence. After all this is one of the true tests of the value of an institution of learning—its permanent influence on the lives and character under its influence, and under this test there are no words or sentences that can adequately express what Asbury and DePauw have meant and are still meaning in Indiana and more distant parts of our own country and even of other lands. There is already a graduate list of near two thousand and that still longer list of those who have pursued longer or shorter courses of study under these same influences, but who for various reasons stopped short of their completion. Among these graduates and others whose lives have been largely molded and directed here, are many conspicuous and able

leaders—divines, lawyers, doctors, auditors and editors, diplomats, statesmen and men of affairs—men and women, whose lives enrich the communities in which they live and help to establish and maintain noble ideals in life and to press toward them.

DePauw university enters upon the new century with sixty-one years of noble and honorable life back of it, with a record that contains the accounts of some serious struggles, but all of them leading to ultimate victories, with vigorous energy in its present life and firm in faith for the coming years. It is rich in its traditions and in the sacrifices that have been made for it; rich in its alumni and non-graduate students, and its noble and many friends within its own church and outside of it; rich in its students and in the spirit within its halls and walls; and rich in the prospects toward which it is moving.

CLASSIFICATION OF GRADUATES DEPAUW UNIVERSITY.

EDUCATIONAL POSITIONS.	GENERAL OCCUPATIONS.	PUBLIC OFFICES.
College presidents..... 51	Teachers..... 654	Governors..... 2
College professors, etc. 129	Lawyers..... 510	Lieutenant-governors 2
City and county superintendents 104	Ministers and missionaries. 389	Cabinet officers..... 2
Other teachers..... 370	General business..... 163	Foreign ministers..... 5
	Physicians..... 147	Attaches and consuls..... 5
	Editors and journalists..... 102	United States senators (2 non-graduates) 7
	Authors..... 52	Congressmen..... 10
	Farmers..... 52	Other state officers..... 10
	Bankers..... 35	State senators..... 21
	Manufacturers..... 22	Federal and state su- preme judges..... 23
	Engineers..... 21	State representatives..... 59
		Army and navy..... 77

NOTE.—In estimating these figures bear in mind (1) That some names are on more than one list. (2) That since 390 of the graduates are women, the public offices have been distributed among 1,741 of the graduates. (3) That the classes from 1900 on are not yet listed.

Where can the above record be surpassed?

b. NOTRE DAME UNIVERSITY—SOUTH BEND.

A drive of twenty minutes from South Bend, Ind., brings the visitor to a broad and beautiful avenue of maples, which more than a mile in length, is the entrance to Notre Dame. While being carried between the neatly trimmed hedges he sees far up that shady arcade the glittering dome of the university and the

lofty spire of the church of the Sacred Heart. As he draws nearer he passes on either hand the quaint old postoffice and the keeper's lodge. These are the points of the large crescent which traces the plan of the buildings of the university. Directly before him, a quarter of a mile away, is the main building, on either side of which is the church and the conservatory of music—Washington hall. Beyond the church is the large resident hall, Corby; and beside Washington hall is the new gymnasium. To the visitor's right as he enters the grounds is the institute of technology; and to his left is the site of Walsh hall, the library building soon to be erected. Midway between the institute of technology and the conservatory of music is science hall; and opposite to it is the senior dwelling hall, Sorin. To the rear of Walsh hall is St. Joseph dwelling hall; and near the institute of technology is the astronomical observatory.

A hundred other buildings surround this group which occupies the main campus. Half a mile to the west, on the shore of St. Mary's lake, stands the seminary of Holy Cross, where all students aspiring to clerical orders live apart. Nearly a mile to the north, across St. Joseph lake, is the novitiate of the order. Midway between them is the community house, where the brothers and priests of the congregation of the Holy Cross live.

This is Notre Dame today. Situated on an eminence in the midst of the charming modulations of the valley of the St. Joseph, a lovely landscape stretches away before it as far as the eye can see. To the west are the picturesque windings of the hardy stream, and beyond the broken horizon. Northward lie the green hills and lake-dotted fields of Michigan. To the east are the rich farm lands and untouched woods of Indiana. Two miles to the south in the valley stretching in a beautiful panorama lies the third city of the state—South Bend.

What the poet has well called "the sense of beauty inspired by fair surroundings" has had much to do with the success of Notre Dame as an educational institution. She was founded on the shore of twin crystal lakes, that are still embraced by their native groves. The site of Notre Dame is such as the poet would wish for. Long rows of maples line the walks. Evergreens and ornamental trees are planted in profusion through the parks and grounds of the university. The soft slopes and inviting lanes

by the placid waters of the crystal lakes, the quadrangle with its sparkling fountain and flowers of radiant hues, the beautiful avenue of approach—all these were planned with an eye to beauty, and can not fail to appeal to all. Few who have never visited Notre Dame can realize the symmetry and the grandeur of its architectural structures or the charm and beauty of its environs.

Here long ago came the missionaries with the light of the truth to the Indians. Long ago this place was hallowed by the voice of prayer and the deeds of saintly men. Through here more than two centuries ago crossed Marquette on his last voyage, just before his death. Nearby, La Salle wandered about lost in the woods during that night which Parkman mentions. Here likewise came the noted missionaries Frs. Allouez, De Seille, and Petit. On the shore of St. Mary's lake the proto-priest of the United, Father Badin, built his log chapel on the land he had purchased from the government. But they had all come in succession and passed away, though still the faithful red man repeated the prayers that the "black robes" had taught his grandfathers.

Such was the condition of the Indian mission of St. Mary's of the Lakes when Fr. Sorin laid the foundation of Notre Dame in 1842. With him came six brothers of the Holy Cross from France. They were young, and they spoke a strange tongue; they were poor, but the inspiration for their work filled their whole being. They had devoted their lives to God and the cause of Christian education. They sought the patronage of His blessed mother; and today in all this broad land is no greater monument reared as a tribute to the queen of heaven than the institution of Notre Dame.

In 1844 the college was opened. The first student was the boy who two years before had led Fr. Sorin through the woods to the shore of the lakes. He became the famous wagon maker of South Bend—Alexis Coquillard. The first graduate of the institution was Neil Gillespie, afterward the well-known Fr. Gillespie, first cousin of the Hon. James G. Blaine.

Three college buildings have occupied the present site. The original was soon found to be too small and was replaced by a larger one. In '79 the entire community was destroyed by fire, the church alone remaining. Yet through the years Notre Dame has prospered, and now as one looks back over her history he

wonders at the strangeness, completeness and rapidity of the change from the log chapel in the wilderness, with its single priest and half dozen brothers, to the massive pile of architecture which is known as the leading Catholic college of the west.

In '44 the general assembly of Indiana had chartered the institution under the name of the university of Notre Dame du Lac. To the founders and their perpetual succession was conferred the full power and authority to grant such degrees and diplomas in liberal arts and sciences, in law and medicine as are usually conferred by the other universities of America. Accordingly today the thousand students of Notre Dame, under the direction of seventy-five instructors and professors, are pursuing courses in (1) school of arts and letters, (2) school of science, (3) school of engineering, (4) school of law, (5) school of pharmacy. In the school of arts and letters there are three four-year courses leading to three degrees. The purely classical, which includes eight years of Greek and Latin, and the modern languages, leading to the degree of A. B. The English course, which differs from the classical principally in the substitution of English and American history for the Greek, leads to the degree Litt. B. The course in history and economics leads to Ph. B. Closely allied to these courses is the course in journalism.

In the school of science two courses are given—one in general scientific training granting the degree of B. S., the other specializing in biology and gaining the same degree. In the school of engineering there are three four-year courses. The first leads to the degree of civil engineer, the second to that of mechanical engineer, the third to that of electrical engineer. In connection with the department of electrical engineering a short course in practical electricity has recently been instituted.

In the law school there is a three-years course leading to the degree of LL. B. For an additional year of post-graduate work in law the degree of LL. M. is granted. In the school of pharmacy there are two courses—one of three years, leading to the degree of pharmaceutical chemist (Ph. C.), and the other a course of two years, gaining graduate of pharmacy (Ph. G.). There is also a four years course in music and architecture.

The Very Rev. Andrew Morrissey is president of the institution, which distinguished position he has held with honor since 1893. He is truly a son of Notre Dame. As a boy of twelve years he came to the institution already well advanced in his preparatory studies; during the years he was a student he became thoroughly imbued with the spirit of the place. He distinguished himself for his ability in mastering the classics and as a mathematician. He has held many prominent places in the faculty. To the fulfillment of his office he brings the resources of a mind well trained in all the requirements of his high position. Fr. Morrissey is widely known as an orator and as an educator.

Col. William Hoynes, dean of the law school, has a wide acquaintance in the middle west in the legal profession. He was a very successful lawyer in Chicago before being called to fill his present position at the head of the law department in 1883. He is a thorough organizer and a man possessing a most comprehensive knowledge of law.

Professor John G. Ewing, of the department of history and economics, is one of the ablest Catholic historians in America. He is widely known as a public speaker, principally in connection with the Knights of Columbus, of which organization he is a state deputy.

The main building of the university is of neogothic architecture. Its dimensions are 320 by 155 feet. It is five stories high, and is built with two wings, and surmounted by a magnificent dome gilded with gold leaf. This dome itself is crowned with an heroic statue of the blessed virgin—the statue of Notre Dame. This beautiful figure is more than two hundred feet above the ground; and with its electric crown and crescent at night, and by day the rays of the sun reflected from the sheen of gold beneath, it shines forth an inspiring sight to all for miles around. On passing through the main entrance the visitor is attracted by the beautiful mural paintings, which illustrate in eight panels the life story of Columbus. They are the work of the famous Italian, Luigi Gregori, who spent eighteen years at Notre Dame. In the center of the main building is an open rotunda. In the floor at one's feet is worked the seal of the university; two hundred feet above his head in the concavity

of the dome are seen the allegorical figures exquisitely wrought by Gregori—religion, philosophy, poetry, science, law.

On the second floor is the memorial hall of bishops, a unique and complete collection of the likenesses of all the prelates who have ruled over American diocese. Marble busts, fine old engravings and rich oil paintings line the walls. Here also are many old manuscripts and autograph letters. From the earliest Spanish mission to the present day the reliques of breivary, missal, and cross tell the story of the progress of the faith. In the words of the noted writer John Gilmary Shea, "in this collection is more material for a real history of the church in America than elsewhere is ever dreamed of." It is the first attempt in any land to represent and illustrate a nation's whole episcopacy in such a monument. On the third floor is the library of 55,000 volumes, composed of classical and modern works and books of reference. Perhaps no library in the country has a more extensive collection of Latin works, of the old Roman writers and the fathers of the church. With them are thousands of Greek, Spanish, French and German works. The rest of the main building is taken up with the executive offices, the offices of the members of the faculty and recitation rooms. The wings are the study halls and the dormitories of Brownson and Carrol halls.

To the east of the main building is the conservatory of music and Washington hall—the assembly hall and place of amusement of Notre Dame—with its commodious and perfectly appointed stage, and a seating capacity of 1,200. Here all the debates and oratorical contests are held, as well as the five plays that are presented during the year by the students, and the lecture and concert course which brings about twenty-five attractions, comprising the prominent lecturers and leading concert and operatic companies.

Near Washington hall is the new gymnasium, one of the finest in the west. Its dimensions are 230 by 100 feet, affording ample room for indoor base ball and track meets, as well as an excellent floor for dancing in the part reserved for gymnastics. Beside the gymnasium is Cartier field, one of the largest and best athletic fields in the state, comprising gridiron, base ball diamond, a 220-yards straightaway, and a quarter-mile cinder track.

The equipment of science hall is most perfect for physical, chemical and biological courses. The institute of technology and the nearby astronomical observatory furnish ample apparatus and laboratory facilities for the pharmacy and engineering students. Opposite science hall is Sorin, the large residence hall, affording private rooms to more than a hundred upper classmen. The first floor of Sorin hall is occupied by the law lecture rooms and library. Nearby stands Corby, another residence hall, with private rooms for nearly two hundred students.

But perhaps the most interesting structure at Notre Dame is the church of the Sacred Heart, which was more than twenty years in building and which on its completion was pronounced one of the most magnificent Catholic edifices in America. Its gothic spire rises almost three hundred feet in the air; in the tower are hung the sweet chimes of twenty-three bells that every hour sound the soft strains of "Ave Maris Stella." Just below them swings the greatest bell but one in America. Its loud, though sweet tones, can be heard for twenty-five miles; within this bell fifteen men can stand erect. The united strength of twelve is required to ring it.

But the church itself is fairest of all to see; with its exquisite frescoes, its stately arches, its wonderful windows, its twelve altars, wherein rest the relics of the saints. Few know that in all the world there is but one altar more privileged than the one at Notre Dame, which for three centuries stood in Rome and which has all the indulgences attached to the portuncula of Saint Francis. Here are venerated a section of the garment worn by Jesus, a piece of the veil and girdle worn by His sainted mother, a part of the true cross, which on each Good Friday is elevated in benediction. Above that altar is a statue of the blessed virgin adorned with a costly crown of beaten gold, the gift of the Empress Eugenie. There, too, is the massive ostensorium of purest metal donated by Napoleon III.

Behind the church is a grotto, where three pilgrimages are made each year by the pious people of the neighborhood.

And this is Notre Dame, and under these influences have thousands of our young men come to manhood's estate, and were made fit to enter the battle of life. They have builded upon

the rock foundation. Notre Dame is thoroughly and uncompromisingly Catholic. Yet hundreds of her students have been non-Catholic, and today many of those most prominent in student activities are Protestant. She is truly Catholic, and all seeking for knowledge are welcome, be they Jew or Gentile.

Today the community more resembles a town than a college campus. For fifty years, through the personal influence of Henry Clay, Notre Dame has had a postoffice; and today our postmaster and his assistants handle a business that is exceeded by only five offices in the state. It has its own electric light, gas and steam heating plants; bakeries, shops and general stores, from barber shop to telegraph office. Very few colleges have their own printing offices. At Notre Dame the weekly college paper, the *Scholastic*, has been published for twenty-seven years by the students; and the monthly magazine, the *Ave Maria*, has attracted a world-wide reputation in Catholic circles by its literary excellence.

To an outsider the social life at Notre Dame is perhaps most misunderstood. This is a boarding school for boys; two miles from South Bend; and from September till June there is not a regular need of any of the thousand students that can not be supplied by the stores and offices within the community. Physicians and specialists are in daily attendance. Ample attractions are furnished in Washington hall. The great intercollegiate athletic contests take place on Cartier field.

The preparatory students and the freshmen live under the dormitory and study hall system; but the three upper classes all have private rooms in Brownson, Corby and Sorin halls. Though there are no chapters of the national college fraternities at Notre Dame, yet there are students from almost every state in the union who have organized state clubs. The capitol key-stone club has sixty members. The empire state organization has fifty-five; the Indiana club forty. The men from Central and South America have a flourishing organization of thirty-five members. Four literary and debating societies are strongly organized and actively carried on. There is a junior musical and dramatic society, a university band and a university orchestra, and the glee and mandolin club; a boat club holding annual regattas and races; a thriving tennis club; scores of basketball teams, and a most promising handball organization. A football

team that has the proud record of being the only team in the west that has never been scored on; a baseball team that is one of the best in the country; a track squad that bids fair to win the championship honors of the state this spring.

Class and hall smokers are almost weekly events. "Stag dances" are very frequent. South Bend's society is always represented at intercollegiate and oratorical contests, the student plays and entertainments, and at the football and baseball games. But the biggest society event of the scholastic year is the senior prom., which is held in the gymnasium on Easter Monday night. The affair is very elaborate and formal, and the most exclusive event of the students. Commencement week is a continuous round of festivities.

Such is Notre Dame with its natural attractiveness, its sylvan retreats, its stately buildings, its pleasant grounds, its thorough and varied courses, its many and competent instructors, its ever increasing number of students. True, she had become one of the fairest of all those beautiful gardens planted by our fathers in the western wilderness; she had come to take her rank at the head of the Catholic universities of our country.

c. BUTLER UNIVERSITY—IRVINGTON.

Northwestern Christian (later Butler) university was incorporated by act of the legislature of Indiana, January 15, 1850.

The object and purposes contemplated by this act of incorporation are declared to be to establish, found and build up, maintain, sustain and perpetuate, through the instrumentality of said company, at, or in the vicinity of Indianapolis, in the state of Indiana, an institution of learning of the highest class, for the education of the youth of all parts of the United States and especially the states of the northwest; to establish in such institution departments or colleges for instructing students in every branch of liberal and professional education; to educate and prepare suitable teachers for the common schools of the country; to teach and inculcate the Christian faith and Christian morality as taught in the sacred scriptures, discarding as uninspired and without authority all writings, formulas, creeds and articles of faith subsequent thereto; and for the promotion of the sciences and arts.

The affairs and business of the institution by provision of the charter are placed under the control and management of a board of twenty-one directors, elected by the stockholders every third year. At the election of directors, and on all other occasions where a vote of the stockholders is taken each stockholder is allowed one vote for each share owned by him.

The directors, chosen as above stated, choose one of their own body as president, and may choose either from their own members or other stockholders a treasurer, secretary and such other servants and agents of the board as to them seem necessary and proper.

The board elected for the current term (July '03-July '06) is as follows: Addison F. Armstrong, Alembert W. Brayton, Urban C. Brewer, Hilton U. Brown, Howard Cale, Fred C. Gardner, Frank F. Hummel, Winifred E. Garrison, Joseph I. Irwin, Patrick H. Jameson, F. Rollin Kautz, Thomas H. Kuhn, W. Scott Moffett, Charles W. Moores, Louis J. Morgan, William Mullendore, Marshall T. Reeves, Allan B. Philputt, Albion W. Small, Charles F. Smith, John Thompson.

Officers of the board: Hilton U. Brown, president; Chauncy Butler, secretary; Fred C. Gardner, treasurer.

Change of Name of Institution.—The following resolution was adopted by the board of directors, February 22, 1877:

Resolved, That under and by virtue of an act of the general assembly of the state of Indiana, entitled "an act to authorize a change of name of certain educational institutions organized under any special charter in this state, and declaring an emergency," approved March 9, 1875, and published in the acts of the general assembly of said state for the regular session thereof, page 166, the corporate name of this corporation be, and the same is hereby changed from "The Northwestern Christian university" to be from and after this date "Butler university;" and that by such name and style of "Butler university" it shall continue to hold and possess any and all rights, honors, franchises, immunities, exemptions, estates, and interests, real, personal, and mixed, of any and all kinds held and possessed in any manner by this corporation under its name of the Northwestern Christian university.

During recent years the faculty has consisted of about twenty members, representing the following departments of instruction: (1) Latin language and literature, (2) Greek language and literature, (3) Germanic languages, (4) biology and geology, (5) sociology and economics, (6) chemistry and physics, (7) homi-

letics and pastoral theology, (8) English literature, (9) history, (10) philosophy and education, (11) romance languages, (12) mathematics, (13) physical culture.

The average annual enrollment of students during the past five years has been something over three hundred.

The institution is supported for the most part on proceeds of endowment fund, which is invested in real estate mortgages. About \$5,000 per year also is derived from tuition fees of students.

d. TAYLOR UNIVERSITY—FORT WAYNE.

Taylor university was founded at Ft. Wayne in 1846 and was known as the Ft. Wayne female college. In 1852 it became a coeducational school. In 1890 it assumed its present name. In 1892, July 31, it was rechartered and began operations at Upland, Indiana. Its charter states that it shall be "maintained forever on the plan most suitable for the youths of every class of citizens and of every religious denomination, who shall be admitted freely without discrimination to equal advantages and privileges of education and to all the literary honors in all departments of said university according to their merits under the rules and regulations of the board of trustees." It is controlled by a board of trustees consisting of twenty-one persons, who are elected by the national local preachers association of the Methodist Episcopal church. They are chosen annually in three classes, and hold office three years. It has thirteen members in its faculty and has six other instructors. Its present enrollment is 196. Its equipment is a campus of ten acres, on which stands the main building, called the H. Marie Wright hall, an elegant three-story building of brick with additional story in mansard roof with towers. This building contains chapel, recitation rooms, society room, reading room, library and chemical laboratory. It has a good library, the gift of Geo. W. Mooney, D. D., of New York city. On the campus south of the literary hall is an observatory, containing a ten and one-fourth-inch reflector telescope, made by Lohmann Brothers, Greenville, Ohio. It is one of the few large instruments in the state, and perhaps the largest of its kind. On the campus north of the literary

hall is a new Sickler dormitory for men, a fine brick building. North of the campus the university owns a boarding hall, three frame dormitories and eleven cottages, all occupied by students. It also has an industrial printing and manufacturing plant, on a somewhat small but growing scale. The institution has no invested funds from which to draw its support; but is dependent upon its income from tuition, whatever it may be able to make in the boarding hall and from room rent, and then upon the gifts of the friends of Christian education throughout the land. It is hoping for larger gifts which will enable it to erect needed buildings and create an invested fund for the payment of current expenses. Taylor university has seven departments—the college of liberal arts, with four full four-year courses of study; the academy, which prepares for the college; the school of theology, school of music, school of oratory, normal school and the business department. The work of Taylor university is somewhat unique. It maintains the highest standard of intellectual culture, and is not afraid to be compared with any other similar institution in this respect. It magnifies the moral and religious side of education. Most of its students are earnest Christians and are aiming at the highest things in spiritual culture. From the start Taylor university has stood out against intercollegiate athletics, while it tolerates and favors reasonable athletics and gymnastic exercises in the university. Football it outlaws, regarding it as a relic of barbaric brutality. It has no doubt that all other educational institutions will ere long assume the same attitude. In another respect Taylor university stands somewhat by itself—its rates are very low.

c. HANOVER COLLEGE—HANOVER.

In response to a request made by the presbytery of Salem, which then embraced a large part of Indiana and Illinois, Rev. John Finley Crowe opened the Hanover academy, January 1st, 1827, in a log cabin, near where the Presbyterian church of Hanover now stands. On the 30th of December, 1828, the legislature of Indiana passed an act incorporating Hanover academy. In 1829 this academy was adopted by the synod of Indiana as a synodical school.

One of the conditions on which the synod adopted the academy was that a theological department should be opened in connection with it. This condition was promptly met, and this theological department was continued until 1840, when it was removed to New Albany as a separate institution. Thence, still later, it was again removed to Chicago, where it was first known as the Presbyterian theological seminary of the northwest. More recently it has taken the name of the McCormick theological seminary.

In 1833, by an act of the legislature, the institution at Hanover was incorporated as Hanover college. A brief period of great prosperity, especially as to the attendance of students, followed under what was then known as the manual labor system; but here, as elsewhere, the experiment ended in debt and allied troubles. In 1837, while the college was struggling with these difficulties, a tornado destroyed the principal building; but by the heroic efforts of friends it emerged out of these adversities, though in an enfeebled condition for some years.

In 1843 the board of trustees undertook to surrender the charter to the legislature, in return for the charter of a university at Madison; but this was earnestly resisted by others, and the struggle ended in the restoration of the college at Hanover under a new and very liberal charter. This, as also the present charter, makes it impossible to alienate the college from the control of the synod of Indiana of the Presbyterian church; while it provides a way in which the synod is free to leave the ordinary management of the college to a board that is partly chosen without the synod's immediate action. For instance, at present, the synod annually fills only two of the vacancies by a direct election. The rest of the board are left to be chosen by the board, one of them each year being a nominee of the alumni association.

The officers of the board consist of a president, vice-president, secretary, auditor and treasurer, chosen annually in the meeting of the board.

According to the most recent catalogue the faculty and teaching force numbers thirteen. The total number of graduates is now almost nine hundred. It is estimated that as many as four thousand students have been in attendance at Hanover during the period of its existence. At present the average yearly attendance

is about one hundred and fifty. It is expected that better railroad facilities, which now seem assured, will increase the attendance. A summer school also is to be opened this year.

The college is very well equipped with buildings. Altogether there are now twelve. The principal are classic hall, science hall and the new Thomas A. Hendricks library. These are worthy of a place on any campus.

The college is supported mainly from endowment. For many years it has charged no tuition proper, and has limited itself to very small fees for contingent, library and gymnasium purposes. It is estimated that the buildings and endowments together in value aggregate not less than \$400,000.

f. WABASH COLLEGE—CRAWFORDSVILLE.

Wabash college was founded at Crawfordsville, Indiana, November 22, 1832, by Rev. James Thomson, Rev. John Thomson, Rev. James A. Carnehan, Rev. Edmund O. Hovey, Rev. John M. Ellis, Messrs. John Gilliland, Hezekiah Robins and John McConnel. The site was donated by Williamson Dunn, of Crawfordsville, Indiana.

A substantial frame building fifty feet square, two stories in height, containing eight rooms, was completed December, 1833, and the first school was begun under the direction of Rev. Caleb Mills.

September, 1834, the faculty included Rev. Elihu W. Baldwin, president (elect); Caleb Mills, professor of ancient and modern languages; John S. Thomson, professor of mathematics and natural philosophy; Edmund O. Hovey, professor of natural science. In 1835 the site of the college was removed from the romantic bluffs of Sugar creek to its present location in the center of Crawfordsville. The campus contains thirty-two acres.

South hall, a four-story brick building, 50 by 100 feet, was begun in 1835 and was burned September 23, 1838. It was rebuilt in 1839.

President Baldwin was inaugurated July 13, 1836, and died October 15, 1840. Succeeding presidents of the college have been the following:

Rev. Charles White, D. D., 1842-1861.

Rev. Joseph F. Tuttle, D. D., 1862-1892.

Rev. Geo. S. Burrows, D. D., 1892-1899.

Rev. William P. Kane, D. D., 1899-

The purpose of the founders of Wabash college was to create an institution for higher education, which should be Christian in spirit and yet not under denominational direction.

It was also to be independent of state assistance or control. It has achieved its present success entirely through the generous efforts of private citizens.

By the provision of the charter, granted by the legislature of Indiana, January 15, 1834, and subsequent amendments, the affairs of the college are managed by a board of trustees which has perpetual succession. The board is divided into four classes and each class serves four years, one class being chosen each year. One member of each class is elected each year by the alumni and the others by the board itself. The present (1904) officers and members of the board of trustees and the date of their first election are as follows:

Rev. Wm. P. Kane, D. D., president, 1892.

Prof. John L. Campbell, secretary, 1855.

Hon. Theodore H. Ristine, treasurer, 1891.

Hon. D. P. Baldwin, LL. D., 1878.

Hon. Thos. R. Paxton, LL. B., 1883.

Hon. Theodore H. Ristine, M. A., 1883.

Hon. Albert D. Thomas, M. A., 1833.

Mr. James L. Orr, M. A., 1885.

Hon. Robert S. Taylor, M. A., 1877.

Rev. Matthias L. Haines, D. D., 1890.

Rev. William P. Kane, D. D., 1890.

Mr. Orpheus M. Gregg, M. A., 1892.

Hon. Charles B. Landis, M. A., 1893.

Mr. Edward Daniels, M. A., 1895.

Rev. Geo. L. Mackintosh, D. D., 1897.

Mr. Benjamin Crane, M. A., 1898.

Hon. S. Carey Stimson, M. A., 1900.

Mr. Harry J. Milligan, M. A., 1902.

Mr. George W. Hall, M. A., M. D., 1903.

Mr. Finley P. Mount, M. A., 1903.

The college buildings were erected in the following years: South hall, 1838; center hall, 1855; Peck scientific hall, 1878; steam heating plant, 1878; Yandes library hall, 1891; south hall (remodeled), 1899.

The college library contains forty thousand volumes. The museum contains many thousands of specimens for the study of mineralogy, paleontology, zoology and botany. The departments of chemistry, physics, botany and biology are fully equipped for laboratory work.

The expenses of the college are met chiefly from the endowments of the different professorships named in the catalogue, together with small tuition and laboratory fees.

The approximate number of professors and teachers who have been connected with the college from 1833 to 1903 is seventy; the number of graduates, one thousand, and the total number of students, five thousand. The number in attendance at present is two hundred and fifty.

The present faculty includes the following:

William Patterson Kane, D. D., LL. D., president.

John Lyle Campbell, LL. D., Williams professor of astronomy.

Henry Zwingli McLain, Ph. D., Lafayette professor of the Greek language and literature; secretary of the faculty.

Arthur Bartlett Milford, M. A., Yandes professor of the English language and literature.

James Harvey Osborne, M. A., associate professor of Latin and mathematics.

Robert Augustus King, M. A., professor of the German and French languages and literature.

Hugh McMaster Kingery, Ph. D., Thomson professor of the Latin language and literature.

Mason Blanchard Thomas, B. S., Rose professor of biology; curator of the museum.

Charles Augustus Tuttle, Ph. D., professor of history, political economy and political science.

Donaldson Bodine, Sc. D., professor of geology and zoology.

Daniel Dickey Hains, M. A., associate professor of languages; instructor in physical culture.

Jasper Asaph Cragwall, M. S., professor of mathematics.

James Bert Garner, Ph. D., Peck professor of chemistry.

Norton Adams Kent, Ph. D., professor of physics.

Harry Stringham Wedding, B. S., librarian.

Daniel Pratt Baldwin, LL. D., special lecturer in literature.

Edward Daniels, M. A., special lecturer in jurisprudence.

Rev. George Lewes Mackintosh, D. D., special lecturer in the English Bible.

For catalogues and further information apply to the president of Wabash college, Crawfordsville, Indiana.

g. EARLHAM COLLEGE—RICHMOND.

Earlham college, located at Richmond, Indiana, is the outgrowth of the educational enterprise which characterized the pioneer settlers in Indiana and Ohio. It was projected as early as 1837, and was opened for students of both sexes without any restrictions or reservations in 1847, and was maintained as a boarding school of advanced grade until 1859, when it was organized as Earlham college.

The constitution provided for a corporation to be known by the corporate name and style of "Earlham college," the objects and purposes of which are, and shall be, to establish and maintain at, or near, the said city of Richmond, Indiana, an institution of learning "to be known by the name and style of Earlham college, to be constituted according to the general plan obtaining amongst colleges in the United States, with such classes and departments, such faculty of professors and instructors, and with power to pursue such courses of studies, hold such examinations, and confer such degrees and honors, as the board of trustees shall from time to time determine."

The board of trustees consists of thirteen members, who shall be members of the Friends' church, six of whom shall be appointed by and from Indiana yearly meeting, and six by and from Western yearly meeting; and the president of the college is a member of the board, ex-officio.

The college faculty consists of 17 members, and courses of study are offered in Latin, Greek, German, French, Spanish, Anglo-Saxon, English language, English literature, history, economics, psychology, philosophy, mathematics, astronomy, civil engineering, physics, chemistry, biology, geology, biblical literature,

and interpretation, elocution and oratory, and a five years' course in music.

Earlham college enjoys the distinction not only of being one of the first coeducational institutions in America but of having been one of the foremost among educational institutions in the west in the promotion of advanced practical instruction in science. In 1853 it made the first beginning in Indiana toward a permanent collection of material in natural history for purposes of college instruction. Its present museum is the outgrowth of that beginning. About this time the first astronomical observatory in the state was established upon the campus. Here also was equipped the first chemical laboratory for the use of college students in Indiana.

The Material Equipment of the College.—The college buildings, five in number, occupy a commanding site overlooking the romantic valley of the Whitewater river and the city of Richmond.

The campus of forty acres is one of unusual attractiveness, delightfully shaded by native forest trees and tastefully laid out in walks and drives.

Lindley hall is a substantial three-story brick and stone structure of modern design, 174x150 feet. It contains the office of the president, faculty room, auditorium, museum, library, biological, physical and psychological laboratories, society halls and fifteen large class rooms.

Parry hall is built of brick and stone, two stories in height. It is devoted exclusively to the department of chemistry.

Earlham hall is devoted exclusively to the boarding department of the college. It is a four-story brick building with a frontage of 190 feet, with an L at each end. Earlham hall has comfortable accommodations for 140 students.

The astronomical observatory is a brick building 38x16 feet. It has a movable dome and is furnished with good apparatus for the practical study of astronomy.

The gymnasium is a well-built wooden structure, with stone foundations, 60x40 ft.

The buildings of Earlham college are heated by steam and lighted by gas and electricity.

Laboratories.—The chemical laboratory occupies the entire second floor of Parry hall, and is thoroughly equipped to accommo-

date 44 students working at one time. The biological laboratory occupies four rooms on the third floor of Lindley hall, and is admirably adapted for the use intended. The physical laboratory occupies three rooms on the first and basement floors of Lindley hall. The psychological laboratory occupies rooms on the second floor of Lindley hall, and is well equipped with apparatus for the study of physiological psychology.

The Libraries.—The libraries accessible to students of Earlham college aggregate about 40,000 volumes. The Earlham college library contains, altogether, over 10,000 volumes, not including a large collection of pamphlets and unbound periodicals. The Ionian library contains 1,600 volumes, and the Phoenix library 1,000 volumes. Of departmental libraries there are seven.

In addition to these facilities at the college, the college participates in the free use of all the enlarged and additional resources of the Morrisson-Reeves library, of Richmond, which contains over 30,000 volumes.

The Museum.—The museum occupies one room 60x70 feet, with large galleries on three sides, and one room 15x20 feet. The total floor space is 6,000 square feet. It is furnished with 90 large cases for the display of specimens. The most important acquisitions of the museum are: (1) Mounted skeleton of mastodon (*Mastodon americanus*), height 11 feet 2 inches, length, including forward curve of tusks, 20 feet 2 inches; (2) mounted skeleton of gigantic fossil beaver (*castoroides ohioensis*), height 1 foot 8½ inches, length, 5 feet 3½ inches; (3) over 25,000 specimens—paleontology, mineralogy, biology, archæology.

The total enrollment of students for the year 1902-'03 was 320, representing 11 states, and it is to be borne in mind that these were college students, as the preparatory department was abolished in 1901.

Degrees were first awarded in 1862, and since that time 628 degrees have been conferred, 374 upon men, and 254 upon women.

Last year 54 graduates of Earlham college were pursuing advanced studies in universities, colleges and professional and technical schools, and more than 75 graduates are at present holding advanced educational positions in normal schools, colleges, universities, and scientific work.

The college is supported by tuition fees and the proceeds of various productive endowment funds amounting to \$250,000; and the value of the material equipment of the college is estimated at \$250,000.

h. FRANKLIN COLLEGE—FRANKLIN.

The first meeting looking toward the establishment of the institution was held June 5, 1834. It received a charter from the state in 1844. But in 1872 the college suspended instruction, the board of directors disbanded, and the property was taken to satisfy the demands of the creditors. In less than six months, however, the citizens of Franklin and their friends raised \$50,000 and a new organization was effected. The name of the new corporation is Association of Franklin college, and it was formed under an act entitled "an act concerning the organization and perpetuity of voluntary associations." The act was approved by the general assembly of Indiana February 25, 1867. The college doors were opened again in September, 1872.

The stockholders elect the board of directors, and these have in charge the general conduct of the college, making an annual report to the stockholders. This board is composed of four officers and twelve members; the members are divided into three classes, one of which is elected each year.

There are eleven professors, including the two professors of music (instrumental and vocal).

The equipment consists of grounds and buildings estimated at \$80,000; a library of 15,000 volumes; a geological collection of 40,000 specimens; chemical and physical apparatus worth \$3,000, and an endowment of \$231,000.

The enrollment of students the past year was 183, and it will be as many, or more, this year.

The college is supported by interest on endowment and by fees from students. The total income at present is from \$17,000 to \$18,000. The total present assets of the institution are \$419,500.

Dr. W. T. Stott is president of Franklin college, which position he has ably filled since 1872.

i. MOORES HILL COLLEGE—MOORES HILL.

Moores Hill college was established for the purpose of furnishing a liberal education to both sexes. For the first thirteen years of the life of the institution the school was known as the male and female collegiate institute, heralding to the country that in southern Indiana there was an institution great enough and broad enough to say to the daughters of Methodism, we welcome you to our halls and our laboratories to compete on equal terms with your brothers.

The fourteenth year of the life of the institution witnessed a change in name. It was known everywhere that the institute was co-educational. Advanced ground was to be taken and the name was changed to Moores Hill college, with Thomas Harrison, D. D., as president and such men on the board as Dr. Enoch G. Wood, Hon. John K. Thompson, Sampson Tincher, D. D., Judge Downey, Gov. Will Cumbback and others. The college was favored with a large enrollment and soon took rank with other colleges of the state. A glance at the list of chief executives as the years pass reveals the fact that the college has had eleven presidents. Rev. S. R. Adams served as president from 1856 to 1863. In 1861 and 1862, however, he was absent from the college and Dr. Robert F. Brewington took his place, as acting president. Rev. W. O. Pierce was principal from 1863 to 1864. Rev. Thomas Harrison, D. D., president from 1864 to 1870. Rev. J. H. Martin, D. D., president from 1870 to 1872. F. A. Hester, D. D., president from 1872 to 1876. Rev. J. P. D. John, D. D., president from 1876 to 1879. Rev. J. H. Doddridge, D. D., president 1879 to 1880. Rev. J. P. D. John, D. D., president from 1880 to 1882. Rev. L. G. Adkinson, D. D., president from 1882 to 1887. Rev. G. P. Jenkins, D. D., president from 1887 to 1890. Dr. Martin president from 1890 to 1897. Charles Willard Lewis, D. D., acting president from 1897 to 1898, president 1898 to 1903.

The board of trustees consists of the president of the college, ex-officio, and twenty-seven members, all of whom are elected by the Indiana annual conference for a term of three years. In addition to the regular members of the board the conference appoints annually six conference visitors and two alumni visitors, making in all a body of thirty-six members.

The board of trustees has the power of receiving, holding and administering funds, appointing faculties, conferring degrees and making laws for the government of the institution.

In order that the college may be able to meet the growing demands for additional equipment and room it is necessary that the income should be largely increased by additional endowments.

The institution has had a splendid history of forty-eight years. The army of noble men and women who have been connected with Moores Hill college, hundreds of whom have graduated, is proof-evident of the great work accomplished. The future never was brighter and if christian people within her patronizing territory will do their full duty Moores Hill will live to bless the world in the future even more abundantly than in the past.

Moores Hill college is located in the quiet, picturesque town of Moores Hill, Indiana. It is on the Baltimore & Ohio Southwestern railway, forty miles southwest of Cincinnati and eighty-five miles northeast of Louisville. It is seventy-five miles southeast of Indianapolis, and is easily reached by connections at North Vernon and Lawrenceburg. The town is thus placed in direct communication with all parts of the state as well as with Ohio, Kentucky and Illinois.

The town occupies one of the highest elevations in southeastern Indiana, being 460 feet above the Ohio river. The surface is rolling and slopes in all directions from the town, thus affording the best drainage. It is a remarkably healthful place.

The main college building is a substantially built three-story brick. The chapel is situated in the central part of the first floor and is very tastefully decorated. It is equipped with comfortable and convenient folding opera chairs. The library and reading-room occupy all of the south wing of the first floor. The greater part of the first and second stories of the north wing is occupied by the chemical, physical and biological laboratories. These are equipped with the latest apparatus and appliances for laboratory work.

Moores Hill college does not seek to develop the mind alone, but believing that education consists of more than mere intellectual training strives to bring to the highest possible state of development the threefold nature of man—spirit, mind and body—and believing that spiritual interests are always paramount, the institu-

tion carefully surrounds her students with christian influences. Every member of the faculty and about ninety per cent. of the students are professed christians, and christian principles and practices are everywhere taught.

Devotional exercises are conducted in the chapel each morning by the faculty. Church services are held twice each Sunday, besides Sunday school at 2 p. m. and class meeting at 3 p. m.

While the college is under the control of the Methodist Episcopal church it is not sectarian, and nowhere in the chapel or class room is any distinction made in the direction of creed.

The library is composed of six distinct divisions, viz.: The college library, the Harvey Harris and wife library, the Thomas Harrison library, and the three society libraries. These contain in all about five thousand bound volumes and two thousand pamphlets, so diversified and distributed in subject as to furnish valuable reference works for the students in the various departments.

That the physical nature might be developed and an interest in athletics fostered the Moores Hill college athletic association was organized in 1893. The membership is open to all alumni, students and faculty of the college. The president of the association is a member of the faculty and associated with him to form the executive committee, are two members from each of the literary societies.

The expenses of membership are placed at the minimum, and every effort is made by the executive committee, through judicious appropriations, to give to the association the largest possible return for the amount thus invested.

The Will F. Stevens gymnasium is now regarded as one of the necessary factors in the college. Military drill, Indian club drill, basketball games, all under the skillful management of a director, enable the student to keep pace physically with advancement intellectually. While the gymnasium "room" for all practical purposes is surpassed by few, if any in the state, a steam plant is needed for heating and additional apparatus for work. It is hoped that in the very near future some friend will add these improvements.

There are three literary societies as follows: The Philoneikean and Photozetean for the young men of the college and the Sigour-

nean for the young ladies. These three societies meet in the Peter Myer's literary hall at different times in the week.

Philoneikean Society.—This organization is the oldest society in the college. Its organization occurred in 1856. The purpose of the society is the development of "strong, well rounded intellectual and patriotic manhood." The members of this organization have shown themselves to be full of loyalty not only to their society but the college interests in general. Contributions for various interests have been quite liberal. The "Philos" now have under headway a plan by means of which a new chapter house may be erected at an expenditure of \$3,000. It is believed that such a building will be not only a source of strength to the society, but a factor in the advancement of the best interests of the college. Motto, *Excelsior*.

Photozetean Society.—This society was founded in 1867 for the special benefit of young men studying for the ministry. In early days it was possible for a young man to belong to the two societies. As the years passed by however the organization gradually and almost imperceptibly passed into the regular literary phase and today ranks as one of the important factors in the college life. The members of this organization are characterized by earnestness, devotion to the society and college interests; are progressive and fully awake to the responsibilities thrown upon them by membership in the society. Motto (translation), Find a way or make one.

Sigournean Society.—This organization meets every Friday afternoon. At this time a program consisting of literary productions, elocutionary selections, music, etc., is rendered, thus giving in addition to the regular literary training an opportunity to cultivate ease of manner by frequent appearance before a public audience. The aim of the society is to develop the best talent in the organization. Meetings held for business purposes are conducted in harmony with parliamentary customs, Robert's rules of order being the authority. At the end of the year a public entertainment is given in connection with regular commencement exercises. The influence of this society on college life is one of the important factors in the growth of the institution. Motto, *Laureas super montem scient carpe*. Organized 1857.

Young Men's Christian Association.—The Young Men's Christian association holds a regular devotional meeting each Monday

evening in the church parlors. This association work is one of the most beneficial forces in college life. The aim of the young men banded together is to reach every man in college and influence him to a higher and better life. Young men coming to the college for the first time are met by these men and safely advised as to the best plans for beginning the new work. The association has no room, as yet of its own. It is hoped that some "big hearted" christian philanthropist will in the near future make it possible for these young workers to have a home of their own.

Young Women's Christian Association.—All that has been said of the above organization may be repeated of the women's organization. Their meetings are held on Wednesday night just before the regular mid-week prayer meeting service. The Bible classes carried on by these associations make it possible for every student in college to secure in the course of a year a great deal of information about the book of books.

Delegates are sent each year to Geneva and to the state conventions and much is accomplished in elevating the spiritual life of the students and in training them in active Christian work.

Students in all departments are subjected each term to a written examination, and are classed according to their average as follows: Below 70 per cent., poor; from 70 to 80 per cent., medium; from 80 to 90 per cent., good; from 90 to 100 per cent., excellent—a medium per cent., at least being necessary to advancement. Meritorious conduct, together with the student's class report, will be considered in determining his grade or rank in college. This will be placed upon the records, and if desired, a copy will be sent to the parents or guardian.

In calling attention to the necessary expenses it must not be supposed that because the rates are the minimum the grade of instruction offered is low. It has been claimed and is now asserted that the thoroughness and the accuracy of the work done here are not excelled anywhere. More than this the institution is not kept up by the small fees collected as tuition but has other sources of income by means of which it is able to offer to the educational public the advantages of a christian college.

Many of our best students rent furnished rooms at fifty cents a week, and by a system of clubbing, reduce their table expenses to \$1.50 or less, and their entire expenses to \$2.00 a week. Those

who desire private board may secure good rooms, board and everything furnished, at \$2.50 and \$3.00 per week.

J. CONCORDIA COLLEGE—FORT WAYNE.

Concordia college was founded in 1839, in Perry county, Missouri. Its founders, a body of German Lutherans, had left their native land for religious reasons, and in spite of their bitter poverty, established an institution of learning in order to insure to themselves and their children their own spiritual heritage. The purpose of the institution as expressed in the charter is "to educate young men for the ministry of the German Evangelical Lutheran denomination." This has been its aim and object up to the present time, and only an exceedingly small proportion of its alumni are to be found in other walks of life.

When the little log cabin college opened its doors, it had five students and four instructors. In 1850 it became the property of the German Evangelical Lutheran synod of Missouri, Ohio and other states, and was removed to St. Louis, Mo. Its attendance had increased to thirty-four, and various changes had meanwhile taken place in the faculty. During this period the theological and the preparatory (classical) departments were combined. In 1861, however, the preparatory department was removed to Ft. Wayne, Ind., its present home.

The trustees are elected by the synod at its triennial meetings, with the exception of the praeses of the middle district of said synod, who is ex-officio president of the board. Its faculty consists of the president and seven instructors, all of whom are chosen by a board of electors appointed by the synod.

The library contains about seven thousand volumes, of which three thousand are accessible to the students, while the rest are reserved as reference books of the faculty. Its museums and scientific apparatus have a value of about twelve hundred dollars. This equipment may seem inadequate, but considering the severely classical and linguistic bent of the curriculum answer their purpose quite well. For seven recitations per week for six years are devoted to Latin, six per week for four years to Greek, and three per week for two years to Hebrew. English and German occupy from three to five periods per week during the entire course of six

years. The remaining recitations per week, of which there are thirty, are assigned to mathematics, physics, chemistry, botany, physiology, and history.

The enrollment has fluctuated considerably during the sixty-five years. At present it numbers 182 students.

The college has no productive funds of any kind. The salaries of the instructors are paid from voluntary contributions to the synodical treasury, and the buildings are erected and maintained from funds procured in the same manner.

K. UNION CHRISTIAN COLLEGE—MEROM.

This institution was founded in August, 1859. It was the outgrowth of a general convention of the christians held at Peru, Indiana, November, 1858.

The location of the college at Merom was determined not only by the natural scenery and homelike surroundings of the place, but also by the fact that Merom citizens contributed a bonus of \$35,000 with which to make a beginning.

Although about two miles distant from the Illinois Central railway, the quiet village life and the healthful bluffs of the Wabash are regarded as constituting a very desirable location for a christian school.

The college was opened to students September 9, 1860, and graduated its first class four years later. Since 1864 about two hundred and fifty graduates have been sent out, the majority of whom have entered the professions of teaching and the christian ministry.

The first president was Dr. Nicholas Summerbell (1860-1865), next came Dr. Thomas Holmes (1866-1876), who was followed by Dr. Thomas C. Smith (1877-1882). The fourth president, Rev. Elisha Mudge, A. M., served nearly five years (1882-1887), and the present incumbent, Dr. Leander J. Aldrich, has served for nearly seventeen years.

The charter, secured in 1859, and renewed and enlarged in 1882, provides for a coeducational, unsectarian institution, governed by a board of fifteen trustees, who are elected in groups of five annually by the stockholders from nominations made by the christian conference of Indiana, Illinois and Ohio.

The following are active members of the faculty, 1903-04:

Leander J. Aldrich, A. M., D. D., president, ethics.

Arthur M. Ward, M. S., secretary, English.

Daniel B. Atkinson, M. A., treasurer, Latin.

Benjamin F. McHenry, M. A., science and mathematics.

S. Elizabeth Hatten, M. A., Greek and German.

Edward L. Lawson, Ph. B., psychology and normal.

Sadie F. Plunkett, M. A., drawing and painting.

Margaret Flanner, vocal and instrumental music.

Pearl Wright, elocution and physical culture.

William H. Martin, penmanship.

Zenobia Weimer, librarian.

Sanna H. Sutton, matron of ladies hall.

The college maintains academic and collegiate departments; the standard courses of Indiana higher institutions; also special courses in English bible, homiletics and theology.

The library contains about 3,600 volumes. Connected with the library is a free reading room, containing the leading magazines and a variety of daily and weekly journals.

A chemical laboratory and cabinet of mineralogy and natural history each provide facilities for scientific research.

The institution is supported from the income of \$75,000, invested endowment, from tuition fees, rents and personal donations.

The years 1902 and 1903 were marked by a very material increase of permanent endowment. The Hon. Francis A. Palmer of New York, contributed \$30,000 August 1, 1903, to which more than five hundred other friends added \$20,000 the same year.

The year previous Mr. and Mrs. Levi Wilkinson of Cynthiana, Indiana, deeded the college a farm in Gibson county, Indiana, valued at \$15,000.

Several different states are represented in the student body, but the attendance, which averages about 170 annually, is chiefly from the adjoining counties of Indiana and Illinois. The present term enrollment is about 100—nearly one-half of whom are young women.

1. NORTH MANCHESTER COLLEGE, NORTH MANCHESTER.

Founded 1895. Owned and controlled by four state districts of the German Baptist Brethren Church in Indiana and Ohio.

The trustees are chosen in the annual conference of these several districts by the delegate body.

Officers of the Board of Trustees: Chairman, Elder S. F. Sanger, South Bend, Ind.; Secretary, Elder L. A. Bookwalter, Dayton, Ohio; Treasurer, Elder S. S. Ulrey, North Manchester, Ind.

The school is leased to the following Board of Management: President, E. M. Crouch, A. M.; Secretary, I. Bruce Book, A. B.; Treasurer, L. D. Ikenberry, A. M.; M. M. Sherrick, A. M.

Strong faculty of teachers trained in some of our best colleges and universities.

COURSES.

1. Normal English Course—Four years professional course for teachers. Degree, B. E.
2. College Preparatory—Four years.
3. College Course—Four years. Degree, A. B.

Bible—

1. Two years English course.
2. Hebrew and Greek Course—Three years. Degree, Bachelor of Sacred Literature.

Music—

1. Course for Teachers—Two years, in both vocal and instrumental.
2. Course in Voice Culture—Harmony and history of music.
3. Piano Course—Four years.

Commercial—

1. One year course.
2. Course of two years for commercial teachers. Degree, Master of Accounts.
3. Thorough courses in shorthand and typewriting.

Elocution—Course of two years.

The institution is centrally located. A high standard of moral character and culture is maintained.

C. PRIVATE INSTITUTIONS.*a.* VINCENNES UNIVERSITY.

Vincennes, the seat of Vincennes university, is the county seat of Knox county. It is situated on the famous Wabash river, on a high rolling prairie, with picturesque upland surroundings and a background of forest, garden and farm land. It is 117 miles southwest of Indianapolis, and is easily reached by rail from all points in Indiana and Illinois.

Vincennes is a beautiful, healthful city, with a population of twelve thousand thrifty, hospitable, cultured people. It contains many commodious churches of various denominations, substantial public buildings, and handsome residences.

Vincennes is an historic landmark; it is the oldest city in the west and was the first capital of the northwest territory. Fort Knox, the original cathedral of the Vincennes diocese, the first legislative hall, the residence of William Henry Harrison, are among the historic places. Here also was the scene of the battle in which Gen. George Rogers Clark, after one of the most memorable marches in the annals of history, defeated Governor Hamilton and the British soldiers, and forced a surrender that eventually made the great northwest, United States territory.

By an act of congress March 26, 1804, it was provided that a township of land, 23,040 acres in the Vincennes land district, be located by the secretary of the treasury, for the use of a seminary.

The territorial legislature of Indiana, by an act passed November 29, 1806, supplemented by an act passed September 17, 1807, established and incorporated Vincennes university, and designated it as the recipient of the township of land donated by congress, and appointed a board of trustees and created said trustees and their successors a body corporate and politic by the name and style of "The Board of Trustees for the Vincennes University," with power to select a president and members of the faculty, establish a course of study, to grant degrees and exercise all other powers, rights and immunities usually bestowed on institutions of learning. The secretary of the treasury, October 6, 1806, pursuant to act of congress, located and set apart to the university township 2 south, range 11 west. This land

is in Gibson county, and is partly included in the present city of Princeton.

December 6, 1806, the first meeting of the trustees was held; General William Henry Harrison was elected president and Gen. W. Johnson, secretary.

Under the grant the trustees were authorized to sell not exceeding 4,000 acres of this land, and rent the remainder for the uses of the university. A campus of about twelve acres was purchased by the trustees, in what is now the center of the city, and a large brick building was erected thereon, a faculty was elected, and the institution opened in 1810, with Dr. Samuel T. Scott as first president, and continued until suspended by the action of the legislature of Indiana.

In 1830, and subsequently, the legislature assumed to own and control the lands of the university, appointed a commissioner to rent and sell the lands and pay the receipts into the state treasury.

By these several acts of the legislature the usefulness of the university was so weakened that for a time the school was suspended, but in 1843 the trustees after full investigation determined to assert their rights to this property in Vincennes and the lands in Gibson county which had been sold by the state, and employed lawyers and instituted suits to recover. The legislature then passed an act authorizing suit to be brought by the university against the state in Marion circuit court to test the university's right to the lands, but limiting the amount to be recovered to the money realized by the state without interest and without regard to the value of the land.

This suit was brought and went to supreme court of the state, and this court decided against the university. The university appealed to the supreme court of the United States, and this court decided in favor of the university, and in the opinion stated that the lands at the time (1852) would have been worth \$200,000.

In 1856 the state paid the university in bonds \$66,585, of which the trustees had to pay their attorneys \$26,000.

In 1895 the legislature gave the university \$15,000, which was taken under protest that it was an inadequate settlement, the university determining to appeal to a future legislature.

In 1899, for the first time, the university made a proposition for a full and final settlement by offering a bill appropriating \$120,000 in twenty-year four per cent. bonds. This bill passed by an overwhelming majority. The governor in a message said he had not sufficient time to investigate the merits of the claim, and in refusing his approval suggested a commission to investigate and report. This was accordingly done, and after a careful inquiry the three senators composing the commission reported two years later to the session of 1901, finding all the facts exactly as presented by the university, recommending no special amount, reporting that no adequate settlement had ever been made, and leaving the matter of the state's moral obligation to pay this just debt, to the senate. Accepting this report, the senate by a vote of more than two to one passed a bill to pay the full amount. The bill failed to pass the house on the plea that the appropriations of the session were large.

In the succeeding legislature (1903) a commission of state officers, the governor, secretary, auditor and treasurer, was appointed to report upon the claim in 1905, at which time it is confidently believed the state will meet the expectations of all the friends of the university throughout the state by settling adequately and finally this just claim, which will enable the institution to care for at least five hundred students.

The library is to the literary student what the laboratory is to the student of science, and increasingly are the departments of philosophy, English and history emphasizing the importance of work done in the library under the direction of instructors.

The university library is designed to be rather a reference library than a library of fiction, though this leading purpose by no means precludes fiction and current literature. New books are added from time to time, and such books are selected by the heads of the different departments in conjunction with the president.

Among the reference books and charts is included an extensive list of dictionaries, of encyclopedias, of histories, of compends of science, and of charts and atlases. Aside from these, however, there are many books of fiction and current periodicals, the latter including gazetteers, magazines, bulletins and newspapers.

The reading-room, in connection with the library, is a large, well-lighted, attractive apartment, located on the ground floor and supplied with tables and comfortable chairs, so that it may be used as a study-room as well.

Besides the general library whose privileges are free to all students, each department mains a select set of reference books for the use of students in the respective departments.

The museum contains an interesting collection of mineralogical, paleological, zoological and botanical specimens. Aside from the rich collection of minerals and fossils, without interest perhaps except to the scientist, there are Indian and other aboriginal relics, as well as rare specimens of reptiles and other animals which are interesting and instructive to everyone. The museum is freely made use of by classes in geology, chemistry, biology, and physical geography.

The chemical laboratory, located on the second floor of the main building, is fitted with desks, reagent racks, gas, water, and a "hood." Each student has his own apparatus, his own chemicals, his own gas and water supply, and does his own work. Balances for quantitative work are used in common by the students; these are sensitive to 1-10 milligram. The oxy-hydrogen blow-pipe, stills and endimeters are also mostly used in common. Nothing is lacking for thorough and complete work in the courses in chemistry offered.

The physical laboratory and lecture-room is also on the second floor of the main building. It is provided with a lecture table, cases for apparatus, gas fixtures, and an accessory "dark room" for experiments in light requiring the "porte lumiere."

The apparatus and equipment are complete for not only qualitative but quantitative experiments in the courses offered in physics. In physics, as in chemistry, the student does his own work, and is accorded free use of apparatus in so far as is consistent with his care in the handling of it. Thus, the student not only gets the experimental use of, but by handling becomes thoroughly familiar with micrometers, calipers, balances, Attwood's machine, jolly balance, rotatory machine, hydrometers, air and water pumps, mercurial and aneroid barometers, thermometers, prisms, lenses, mirrors, stereopticon, spectroscope,

manometric flame apparatus, Chladni's plates, sonometer, Tæffler-Holtz machine, Leyden jars, electroscope, electrophones, batteries, electro-magnets, telegraphic instruments, induction coils, dynamos, galvanoscopes, galvanometers, rheostats, and the Wheatstone bridge. Moreover, flasks and glass and rubber tubing and other materials are furnished and the student is required to set up experiments for himself, thus developing practicality and self-reliance to a greater degree than the mere handling of ready-made apparatus could do.

The biological laboratory is in connection with the physical laboratory. It is a commodious, well-lighted room, fitted with working desks, microscopes and microscopical appurtenances, dissecting instruments, a microtome, stains and other reagents, dry and steam sterilizers, and materials for the preparation of culture media for bacteria. There are also various illustrative materials such as skeletons, taxidermic specimens, and animals and tissues in alcohol, formaldehyde and other preservatives.

The rooms occupied by the business department are equipped with typewriters and modern fixtures for banks and other offices, and so furnished that the night sessions are no more handicapped than the day sessions.

The music rooms are located on the third floor of the main building, and are attractively furnished, and thoroughly equipped for practice and recitative work. There are also two pianos in the chapel, one a Steinway Grand and the other of the Colonial type, which are used in the public performances given periodically by the musical department.

The university issues an annual catalogue of information concerning its various departments of work each May, and also in February, an announcement to teachers concerning the work offered in the spring term. Besides these, bulletins in the interest of one or more of its departments are issued from time to time as the occasion may require.

The Blue and Gold is issued seven times per annum by the senior class of the School of Literature and Science.

Each representative in the state legislature may annually appoint from his legislative district one cadet, who must be a male at least sixteen years of age, five feet four inches tall and in good health. All appointments must be made upon blanks fur-

nished by the university, which may be obtained from the president. The holder of this scholarship shall be exempt from all fees connected with the university, except laboratory fees and music and business tuition.

The Tau Phi Delta Greek letter society was organized and is maintained for the laudable purpose of encouraging scholastic and literary attainments among its members, and for the general purpose of promulgating the spirit of fraternity.

A flourishing literary society having for its purpose the usual high aims of societies of this nature is enthusiastically supported by faculty and students. Every student in every department of the university is eligible for membership.

In May, 1884, Major W. P. Gould, U. S. A., made a generous offer of a gold medal of the value of \$25, to be given annually for excellence in oratory, which offer was gratefully accepted by the board of trustees. Under the rules adopted by the faculty, the contest for the above medal consists of original orations to be judged upon three points, viz.: Thought, style of composition, and delivery. The contest takes place during commencement week.

In 1902 the medal was awarded to Miss Maud Arthur, of Washington, Indiana.

Athletics are under the control of the students, who are encouraged in all healthful sports by the faculty. Provision is made for foot ball, base ball, basket ball, and field and track events.

Enrollment, 226.

**b. OAKLAND CITY COLLEGE AND CONSERVATORY OF MUSIC,
OAKLAND CITY.**

Oakland City College, Oakland City, Gibson county, Indiana, was organized June 1, 1885, the following signatures appearing under the articles of incorporation: J. B. Cox, Evansville, Ind; D. B. Montgomery, Owensville, Ind; Willis Charles, Evansville, Ind; W. P. Hale, Owensville, Ind; J. McF. Montgomery, Owensville, Ind; W. M. Cockrum, Oakland City, Ind; L. Houchin, Pike county, Ind; G. B. Young, Poseyville, Ind; J. O. M. Selby, Petersburg, Ind; Geo. A. Rutter, Oakland City, Ind.

The purpose of the institution is set forth in article 1 of the articles of association: "The purpose of this association is the

founding, endowing and maintaining within the bounds heretofore mentioned a college for the use and benefit of the General Baptist denomination in the United States which shall embrace a preparatory, scientific, classical, and theological course of study."

The trustees of this institution are elected by the general association of General Baptists in the United States at its annual meeting.

After the organization in 1885 immediate steps were taken looking to the erection of a building and the raising of an endowment fund. The first building was completed in 1891, and the school opened its first session in the spring term of that year under the direction of Dr. A. D. Williams as president.

In response to the call for endowment, four chairs have now been endowed and many unclassified gifts to the general work have been received. This endowment consists of 520 acres of productive land, 75 town lots in Oakland City, other real estate, and several thousand dollars in interest bearing notes.

The institution is supported from the income on its endowment and a low tuition rate of \$30 a year in the normal, preparatory and collegiate departments.

Since its organization the college has been strictly co-educational, and such a relation between the sexes has been maintained that the system has been highly satisfactory.

The original scope of the courses has been gradually enlarged to meet the demands, and is now as follows: A review course in the common branches, teachers' reading circle books, method of teaching, etc., for those who wish to take the county teachers' examination; a three-year normal course, which is a thorough professional teacher's course fitting teachers for principalships and higher positions in the teaching line; a four-year preparatory course conforming to the general entrance requirements in all standard colleges; three four-year collegiate courses—classical, literary, and scientific, the first two leading to the degree of Bachelor of Arts, the last to the degree of Bachelor of Science; two theological courses, one of three years, the other of two, the former leading to the degree of Bachelor of Divinity; a four-year course in piano, a four-year course in voice, and a three-year course in violin.

In 1901 a large addition was built, doubling the size of the original structure. Important changes were made in the equipment of the college at that time. A commodious and well-equipped gymnasium was added, the library accommodations were also materially increased. One of the prettiest assembly rooms in the State filled a long-felt want. The two Christian associations were given permanent quarters in the college building, thus strengthening the spiritual forces of the school.

The college grounds are situated on one of the highest elevations overlooking the town from the west, giving it an ideal location from a sanitary standpoint. This is also clearly demonstrated in a fact that few institutions can boast of—during the thirteen years of its history not a single student has ever died while enrolled in Oakland City College.

The present attendance is 187—86 males and 101 females.

The present faculty consists of eight members, with William Prentice Dearing as president.

The characteristic ideals of Oakland City College may be summed up as follows: Strong courses and a high standard of instruction, low expenses for students, a vigorous mental, moral and physical life, a definite recognition of God, a radical democratic spirit (no fraternities), the gospel of hard work.

c. VALPARAISO COLLEGE, VALPARAISO.

Organized first as the Northern Indiana Normal School, was founded by its present president, Henry B. Brown, in the city of Valparaiso, Indiana, September 16, 1873, with 35 students in attendance. For two years it was conducted under the charter granted the Valparaiso Male and Female College, an institution which had been established many years prior to this time, but was abandoned some three years before the Northern Indiana Normal School was established.

The building (there was but one) and the grounds, through neglect, had become almost worthless. To these very uninviting surroundings students were asked to come. The charter of Valparaiso Male and Female College was somewhat restricted in its scope, and it was extended by the following articles of association to include the Northern Indiana Normal School:

ARTICLES OF ASSOCIATION OF THE NORTHERN INDIANA NORMAL SCHOOL
AND BUSINESS INSTITUTE.

Be it known that we, the undersigned, Henry B. Brown, John N. Skinner, Joseph Gardner, Azariah Freeman, DeForest L. Skinner, Marquis L. McClelland, Artillus V. Bartholomew, John C. Flint and Gottlieb Bloch, all of the city of Valparaiso, in the county of Porter and state of Indiana, have associated, and by these presents do associate ourselves together as a corporation under the corporate name of the board of trustees of The Northern Indiana Normal School and Business Institute, for the purpose of establishing and maintaining a high school or institution of learning to be known as the Northern Indiana Normal School and Business Institute, the same to be located at the city of Valparaiso, in the county of Porter and state of Indiana. Any person may become a member of this corporation by the unanimous vote of all these members thereof, and not otherwise.

It is further provided by these articles of association that the said Henry B. Brown shall be president of the faculty of said institution of learning and treasurer of the corporation. As such president of faculty the said Henry B. Brown shall have the exclusive authority to employ and discharge all teachers, to prescribe the course of study, the terms of admission and rates of tuition, and to admit and discharge from said institution all pupils.

As treasurer of said corporation the said Henry B. Brown shall provide suitable buildings for the use of said institution, receive all moneys due the corporation for tuition or otherwise, disburse the same in the interest of the corporation and render an account of such receipts and disbursements to the board of trustees at their meeting to be held annually on the first Monday in June. The corporate seal of said corporation shall be a device representing an open book surrounded with the words "Northern Indiana Normal School and Business Institute, Valparaiso, Ind." These articles of association and incorporation may be amended or changed at any regular meeting of the board of trustees by the unanimous vote of all the members of the corporation. The officers of said corporation shall be a president, vice-president, secretary and treasurer, who shall respectively discharge all the duties usually required of such officers in similar institutions. The president, vice-president and secretary shall be elected by the board of trustees at the first regular meeting thereof and annually thereafter. A majority of the board of trustees shall constitute a quorum for the transaction of all business, except the admission of new members, the changing or amending of these articles of association, or the contracting of any indebtedness, which shall only be done by the unanimous vote of all the members of the corporation.

H. B. BROWN,
J. N. SKINNER,
JOSEPH GARDNER,
A. FREEMAN,
D. L. SKINNER,
M. L. MCCLELLAND,
A. V. BARTHOLOMEW,
J. C. FLINT,
G. BLOCH.

Northern Indiana Normal School and Business Institute. Valparaiso, Ind.

Under this charter the school was operated until July 16, 1902, when its demands outgrew the provisions of the old charter and a new one was granted to Valparaiso College and Northern Indiana Normal School, which reads as follows:

Department of State.—Certificate.

State of Indiana, Office of the Secretary of State, ss:

To all whom these presents shall come, Greeting:

Whereas, A statement verified by oath, having been filed in the office of the secretary of state of the state of Indiana, on the 16th day of July, 1902, for the organization of the Valparaiso College, without capital stock, under and in accordance with the provisions of an act entitled "An act to amend an act entitled 'An act for the incorporation of high schools, academies, colleges, universities, theological and missionary boards,' approved February 28, 1885, approved March 9, 1867, and the various acts amendatory thereof and supplementary thereto."

Now, Therefore, I, Union B. Hunt, secretary of state of the state of Indiana, by virtue of the powers and duties vested in me by law, do hereby certify that the said college is a body politic and corporate, authorized and empowered by the laws of the state of Indiana to transact business under the provisions of said acts.

In Witness Whereof, I have hereunto set my hand and affixed the seal of the state of Indiana, at the city of Indianapolis, this 16th day of July, A. D. 1902.

(Signed) UNION B. HUNT,
Secretary of State.

(Seal.)

In 1873 the faculty consisted of four members. Now there are seventy professors, besides a number of tutors. At the beginning of the school there was but a part of what is known as the old college building. This building has since been enlarged to more than twice its former size, and seven other buildings have been erected:

The auditorium, 60 by 120 feet, three stories high, besides containing a number of recitation rooms, has the large assembly hall, which has a seating capacity of 2,041.

Science hall, of the same dimensions as the auditorium.

Commercial hall, 100 by 100 feet, three stories high.

Law building, 60 by 90 feet, two stories high.

Medical college (in Chicago but owned by the school), 90 by 150 feet, four stories high.

New hospital, 90 by 150 feet, 5 stories high.

In addition to the foregoing the school has erected a number of large dormitory buildings and several smaller buildings for

the same purpose. The institution has also erected a building known as the supply building. This contains the printing presses, bindery, book-renting department and general supply store. When the school was established there were four departments—preparatory, teachers', commercial, scientific. At the present time there are the following departments: Preparatory, teachers, psychology and pedagogy, kindergarten, scientific, classic, biology, geology and mineralogy, engineering, manual training, Spanish, elocution and oratory, pharmacy, medicine, music, fine arts, law, commercial, penmanship, phonography and type-writing, review.

The school is now quite well equipped. It has a library occupying a space of 60 by 90 feet. This contains more than 11,000 volumes of the very best reference books, besides all of the most popular magazines and a number of the best daily papers. This is free to all students. The new science hall is well equipped with the latest and most approved apparatus. It has a capacity in its laboratories for 400 students working at one time, and as these usually work not more than four hours each day, three times the number, or 1,200, can be accommodated daily. Very few schools in the west are better equipped for science work.

The building which contains the school of commerce is provided with a more extensive line of offices than has ever been attempted by any other school. The course covers not only book-keeping, actual business, commercial law, etc., but history of commerce, commercial geography, mathematics, etc. The purpose of this department is not only to prepare young people for bookkeepers, but also for teaching these various branches in our public schools.

The phonographic department is supplied with 50 new Remington typewriters of the latest pattern, together with a number of Smith-Premier and Oliver machines.

The art department is quite well equipped with models of various kinds, for painting, crayon work, etc. It is also supplied with apparatus for china painting, pyrography, etc. The facilities for drawing are also very complete.

The music department is supplied with 45 pianos (two of which are grand pianos) and 5 organs.

The law department has quite a complete law library of its own in the law building.

The department of psychology and pedagogy is equipped with all of the apparatus necessary for thoroughly elucidating the subjects.

The manual training department is well equipped for doing all of the work required by our public schools, commencing with the primary department and continuing through the high school.

The boarding department, which is very extensive, receives the personal attention of the management of the school. It is equipped with all of the latest and most approved appliances for the economical and scientific preparation of foods. It has its own ovens, cold storage, ice-houses, etc. By giving constant care it has solved the problem of "How to provide an abundance of well-prepared food at the very lowest expense."

The enrollment thirty years ago was 35 students. The enrollment of different students for the past year was 3,742, and this year the number of different students enrolled will exceed 4,000.

The school is self-supporting. While the management has, from time to time, in the erection of buildings and the supplying of equipments, drawn upon its own private resources, yet the school has been managed in such a careful, business-like way, and the funds have been so judiciously invested as to create a fund which not only defrays the current expenses, but the expense of the improvements as well.

d. THE CENTRAL NORMAL COLLEGE, DANVILLE.

This college was established at Ladoga, Indiana, September, 1876, by W. F. Harper and J. W. Darst. It was removed to Danville in 1878. The same year Frank P. Adams succeeded to the presidency. He had come into the faculty the preceding year under most favorable circumstances, and at once became the most popular teacher with a great majority of the students. His character is difficult to analyze. His mysterious power in binding both old and young to him was certainly not due to

his experience or education. It was a thing of nature, apparent to all who met him. He had a strong mind, unusual energy and an unyielding ambition to carry to success whatever he undertook. He entered on his new work determined to succeed, and it was soon evident that he had infused new life into the institution.

He selected the best teachers he could secure, and the attendance rapidly increased. He worked day and night, and it was soon evident that his health was failing. He could not be persuaded to rest. So interested was he in his great work that he continued as long as he could. His death occurred in 1882. At his request his wife assumed the duties of the presidency, and Prof. John A. Steele was made vice-president and business manager.

In 1884 Prof. Steele was compelled to leave his work and seek health in Florida. He was disappointed in that. He returned in the spring of 1885 but died in May of that year. During his illness Prof. C. A. Hargrave had been intrusted with the business management. This work he continued to do under the title of secretary and treasurer of the college until 1889, when he was made president. Miss A. Kate Huron, now Mrs. D. B. Gilbert, was vice-president. These changes were due to the marriage of Mrs. Adams to Mr. James A. Joseph. The college was her private property, and in 1890 she promoted Prof. Joseph to the presidency.

In 1900 the college was sold to a company of Danville citizens, incorporated under the state laws, and entirely reorganized. The new officers were: Jonathan Rigdon, president; G. L. Spillmann, vice-president; C. A. Hargrave, secretary and treasurer. In 1902 Prof. Spillmann moved to Florida and in 1903 Prof. Rigdon resigned. The new officers are: A. J. Kinnaman, Ph. D., president; G. W. Dunlavy, vice-president; C. A. Hargrave, secretary and treasurer.

The college sustains the following courses and departments: Four general college courses, law course, two business courses, department of instrumental music, department of voice, department of art, the model school.

The faculty has consisted of from 15 to 25 members since 1880, the number at this time being 23.

The board of trustees consists of seven members, all residing in Danville. They are Judge Thos. J. Cofer, G. T. Pattison, Rev. Townsend Cope, Chas. L. Hollowell, O. E. Gulley, J. D. Hogate and C. A. Hargrave. The first two are president and secretary, respectively. They are chosen annually by the stockholders.

The college has two large buildings known as Chapel Hall and Recitation Hall. They are entirely devoted to school uses, being in no part dormitories or boarding houses. They give ample accommodations for 1,000 students. The library is located in Chapel Hall. The laboratories are located in Recitation Hall. There also are the society rooms, the studio and the large business hall. A large supply of new physical and chemical apparatus has just been purchased. Maps, globes, skeletons, manikins, microscopes, a telescope, a stereopticon, and many other valuable aids are provided. There are available nearly 1,000 microscopic slides.

The sole support of the college is the tuition paid by students. Not a cent is received from church or state.

The attendance has varied from 750 to 1,500 different students annually. The average term attendance for the year has been from 300 to 400.

Twenty-five thousand students have attended the college, and at least twenty-five hundred have graduated from the various departments. It is probable that the C. N. C. has enrolled more Indiana teachers than any other college. At this writing (Feb. '04) thirteen states and territories and fifty-three Indiana counties are represented.

Dr. Kinnaman is the best equipped president the college has ever had. He has about him a strong faculty. The desire of every member is to do honest work. The attendance this year is 20 to 25 per cent. better than one year ago. The scientific class is larger than ever before, and in it are twenty graduates of commissioned high schools. The model school is now a permanent feature, under charge of Mrs. E. E. Olcott. There is

evidently a place for the college and it will put forth every effort to meet all demands upon it.

e. TRI-STATE NORMAL COLLEGE, ANGOLA.

This school was founded in 1884. It is owned by five people, who appoint the board of trustees. The faculty is made up of fifteen regular and ten irregular members. The equipment consists of three buildings with laboratories, furnishings and library, costing about \$40,000. The support of the college is wholly by tuition.

f. THE MARION NORMAL COLLEGE, MARION.

The first movement toward the establishment of the Marion Normal College was made in the year 1890. In this year the Normal School Stock Company of Marion was incorporated and a brick college building erected on Thirty-eighth and Washington streets, a location then outside the corporate limits of the city. The school was organized with a business department, normal and academic courses and a department of music. In 1894, a new building was erected on Washington and Forty-second streets. This building is a modern structure of pressed brick and stone, ninety feet long, eighty feet wide and three stories in height. In the year 1897, the school passed into the hands of its present owner, Prof. C. W. Boucher. The school was then placed on a sound financial basis. It was immediately reorganized. The school year was divided into five terms of ten weeks each, making practically a continuous session of fifty weeks each year.

The work of the normal school proper is divided into four successive courses, each requiring a year of fifty weeks each. These courses are: Preparatory, teachers' common school course, scientific course, and classic course. In connection with the normal school proper is a practice training school, which is a part of the city school system of Marion, yet organized and used as a practice school for students in the normal school who have advanced far enough to take the method and practice work advantageously. Students entering the school are not required to take any one of the regular courses, unless desiring to graduate

from the institution, but are free to choose any subjects which they may desire to pursue.

There is also sustained a school of oratory and dramatic art, which consists of a full two years' course in both class and private instruction.

The business university consists of the departments of telegraphy, stenography and typewriting, bookkeeping and commercial law. These departments are thoroughly equipped with all of the modern instruments and appliances, and are as complete as it is possible to organize them.

Another department of the school is a conservatory of music, in which instruction in all kinds of instrumental music is given as well as a thorough course in voice culture. There is also a two years' law course, the completion of which admits the graduate to the bar in the state of Indiana. In 1890 another college building was erected, at a cost of about \$25,000. In this are conducted the school of music and all departments of the business university, thus removing all noise and confusion from the normal school proper.

The school is regularly incorporated under the laws of Indiana, and is empowered to confer such degrees as the various courses may warrant.

The school is private, its officers consisting of president, vice-president and secretary.

The faculty consists of seventeen members.

The school is equipped with two large buildings, erected especially to accommodate the various departments of the school. It has a chemical and physical laboratory and a good working library. The business school is thoroughly equipped with the best telegraphic instruments, the various makes of modern typewriters, and a full line of offices and banks for actual business work in all lines of practice bookkeeping and commercial work. There has been added a manual training department, fully equipped for all lines of desk-work. This is for giving special instruction to teachers in the normal school, as well as for the general student.

The enrollment varies from 600 to 1,000 annually, varying at different periods of the year.

The institution is supported by tuition paid by the students.

As the school is now organized and equipped, it meets all the demands of those desiring to teach in any grade of public school work whatever, and fits young men and women to meet the most exacting demands in all lines of business work. The work is thorough and in accord with advanced educational ideas. The standing with both private and state institutions is excellent, all grades being accepted at their full value. The school is prosperous in all of the various departments, and grows steadily in numbers and influence. It occupies a commanding site on Washington street, the main thoroughfare of the city, while the electric cars run to the doors every twenty minutes. It has all the city conveniences and free mail delivery twice each day. The school is progressive and the surroundings such as to make it desirable in every particular.

9. ROCHESTER NORMAL UNIVERSITY, ROCHESTER.

The school was founded in 1895. The charter provides for conferring ordinary college degrees.

The aim of the projectors of the school was to offer courses of study that would meet the needs of district and high school teachers; that would furnish academic work exactly adapted to the wants of those who wished to prepare for college or university; also to furnish advanced courses in science, history, literature, language, mathematics, forensics, civics, and oratory, that should entitle students to college degrees. Accordingly, the school was chartered under the laws of Indiana, and is competent to confer degrees upon those who are entitled to receive them.

A department of music was established, and appropriate work in voice culture and piano, organ, band, and stringed music has been offered. Commercial, shorthand and typewriting courses were likewise added.

This aim has been well met, and friends of the R. N. U. do not hesitate to place its work in the highest rank of excellence. The president, W. H. Banta, says: "It is our policy to do all our work so thoroughly well that the school shall be known for the good scholarship of its students, and the superior qualifications of its teachers."

The board of trustees were first selected by a committee of citizens, but are now chosen annually by vote of board under the charter.

The faculty consists of eleven instructors.

The present equipment is that of a modern academy—good scientific laboratory and good library, and fairly good general equipment.

Present enrollment, 350.

The institution is supported entirely by tuition from the students. No endowment.

h. GOSHEN COLLEGE, GOSHEN.

The Elkhart institute was founded at Elkhart, Indiana, in 1894, and was continued at that place as a bible and preparatory school until 1903, when it was moved to Goshen, enlarged into a junior college, and named Goshen college.

The college is owned and controlled by a stock company composed of Mennonite stockholders who elect from their own number a board of directors of 25 members. This board elects its own officers and a local executive board, which has full charge of affairs between the annual meetings of the directors.

The faculty now numbers 16, of which eight devote all their time to the work in the college.

The college has a campus of ten acres and two buildings. The main building is used for the college work and the other building for a general dining hall and a ladies' dormitory.

In the main building are an assembly hall, seating 700, library and reading room, three laboratories, gymnasium and bath room, 14 recitation and lecture rooms, and offices.

The enrollment for this year is 135.

The institution is supported by tuition, income from endowment and donations. It has now, in real estate, equipment and endowment, property amounting to \$75,000.

The college has the following departments: Junior college, academy, normal, bible, commercial, elocution, music, and art.

4. THE INDIANA KINDERGARTEN AND PRIMARY NORMAL TRAINING SCHOOL, INDIANAPOLIS.

When the Indianapolis free kindergartens were inaugurated in 1882, their maintenance was undertaken by a private association known as the Children's Aid Society, a branch of the Social Science Club. Mrs. Eliza A. Blaker, as superintendent, directed the first kindergarten and supervised the two others opened during the first year. She instituted a private normal school to provide competent assistants for the free kindergarten work. In 1884 the free kindergarten organization was incorporated as the Indianapolis Free Kindergarten and Children's Aid Society. A year later the normal training school was adopted as an integral part of the system and has since maintained its vital relations with the free kindergartens.

The trustees of the normal school are those of the free kindergartens—the officers, the twelve members of the executive board and the advisory board of ten members. Mrs. E. A. Blaker, superintendent of free kindergartens and domestic training schools, has always been principal of the normal school. The foregoing officers and trustees are elected at the annual meeting of the Free Kindergarten and Children's Aid Society, whose members are qualified by the payment of an annual fee.

The normal school was for twenty-one years without permanent or adequate accommodations for its work—occupying at various times free kindergarten buildings, church and office rooms and dwelling-houses, until it outgrew them all. Keeping pace with the kindergartens, its work has grown uniformly and healthfully to its present proportions. From a one year's course, enrolling eight pupils in 1882, it has increased its dimensions to a three years' course, with a present enrollment of one hundred and eighteen students. In 1903, through the zeal of Mrs. H. S. Tucker, treasurer of the society, and others, the present edifice was erected. Its cost of forty thousand dollars was raised entirely by private subscriptions. The new structure, known as the William N. Jackson Memorial Institute, is hygienically located near the northern outskirts of the city and is substantially built of brick and stone. It is perfectly adapted to the purposes of its existence, with comfortable offices, library, large

assembly hall, gymnasium, adequate class-rooms and a full equipment for domestic training, which is an essential feature of the normal course.

The school has a regular faculty of fourteen members, besides the special teachers and lecturers in physical culture, vocal music, cooking and culture subjects. Nine of these members are associated with the morning kindergartens as supervisors and directors. All are departmental teachers of the normal school. The course of study was for the first few years a one-year's course to which a post-graduate class in primary work was added in 1886. A third-year class was organized in 1890 for students specially adapted for normal work. In 1898 the certificate at the close of the first year was abolished, and all students were required to complete two years' work before graduation. The third year is still optional, but gives evidence of increasing popularity, as the necessity for thorough preparation for kindergarten is recognized.

Until the year 1902-1903 the work of normal school and kindergarten was entirely supported by private donations, supplemented by the fees of the students and voluntary offerings of the parents. Through the efforts of the executive and advisory boards of the Indianapolis Free Kindergarten Society, the legislature of 1901 passed a bill providing for a special tax levy for kindergarten purposes, of one cent on every hundred dollars, in all cities of six thousand or more inhabitants. By special dispensation and in recognition of its efficient service and economical administration, the money so raised in Indianapolis is given to the Free Kindergarten Society. This has enabled the society to continue and enlarge its work and has given it courage to undertake the execution and maintenance of the present normal school building. Although the funds for the normal school are still raised by private means, its connection with the free kindergartens enables the institution to do its work economically without in any way crippling its effectiveness.

D. SPECIAL STATE INSTITUTIONS.

1. STATEMENT.

In a government where the education and training of the youth toward intelligent and capable citizenship is a necessity, the work is best done by the state. Hence, we have our system of free public schools. In the operation of these, numbers are found who from defects are incapable of receiving education by the usual methods, and the state is obliged to organize and maintain special schools where the needs of such may be met—not as charities, but as parts of the great scheme of public education. Such are the state schools for the education of the deaf, the blind, and other defectives. These schools are educating both the head and the hand of both sexes—the best possible training for citizenship. Among the graduates are ministers, teachers, writers, artists, scientists, skilled laborers in many branches of industry—self-supporting, honorable citizens.

a. THE INDIANA STATE SCHOOL FOR THE DEAF.

BY RICHARD OTTO JOHNSON, SUPERINTENDENT.

The Indiana Institution for the Education of the Deaf was founded as a private school in 1843, incorporated as a state school in 1844, and was the seventh state school for the deaf established in the United States, those preceding being in Connecticut, 1817; New York, 1818; Pennsylvania, 1820; Kentucky, 1823; Ohio, 1829; Virginia, 1839. Although established and referred to as an "asylum for deaf and dumb," following the nomenclature of the day and without adequate conception upon the part of the founders of its educational scope and future development, it is in no sense an asylum for the deaf nor a place of refuge for those who can not talk—neither is it a prison, a reform school, an almshouse, a children's home, nor a hospital. It is strictly an educational institution—a school in its widest and best sense, and a part of the common school system of the state, wherein all children of the state too deaf to be properly educated in the public schools receive an education as a matter of right, not as a matter of charity. It was the second educational institution

established in Indiana, the first being the Indiana State University in 1828, and preceded the institution for the blind three years and the hospital for the insane, four years.

In Indiana in 1830 there were 114 deafmutes, in 1840 the number had increased to 312, and yet no provision had been made for their education as had been done in six of the other states. In 1841, however, one James McLean, a deafmute and a reputed graduate of the New York school, appeared in Parke county and opened a small school for deafmutes with five or six in attendance. This, the first school for the deaf in Indiana lasted only a few months, but long enough to greatly interest William C. Bales, sheriff of Vermillion county, whose deaf son was receiving an education in the school for the deaf in the adjoining state of Ohio. Just at this most opportune time Mr. Bales was elected a member of the general assembly and through his efforts, on February 11, 1843, the following preamble and resolution was passed by the assembly, a first and formal acknowledgment of the obligation of the state to provide means for the education of the deaf:

Whereas, It has been represented to this general assembly that James McLean is a deafmute school teacher, and as such has been teaching deaf and dumb orphans and indigent children of Indiana for fifteen months past without any adequate compensation; and, whereas, it has been further represented to us that the said McLean is poor, and believing as we do that due encouragement should be given to such laudable efforts to ameliorate the condition as far as possible of this unfortunate portion of our people, and that efforts of that kind on the part of a deaf and dumb citizen of Indiana should not be received as a gratuity by the state; be it

Resolved, By the general assembly of Indiana, that the treasurer of state be, and is hereby authorized to pay to said McLean the sum of \$200 out of any money in the treasury not otherwise appropriated, as compensation for services rendered as aforesaid.

One year later, on February 4, 1843, Mr. Bales, still a member of the general assembly, introduced a bill providing for a tax of two mills upon each one hundred dollars worth of property for the purpose of "supporting a deaf and dumb asylum." This bill was passed by the assembly, became a law, and stands as the first direct tax levy ever made anywhere for a school for the deaf.

A short time after this William Willard, a deafmute, a graduate of the Connecticut school and later a teacher in the Ohio school, came to Indianapolis for the purpose of establishing a

private school for the deaf. Consultation with leading citizens followed and a meeting was called on May 30, the friends of deaf-mute education coming from various parts of the state. The sense of this meeting was indicated by resolutions:

Resolved, That the successful example of Ohio and other sister states, in providing for the instruction of the deaf and dumb within their bounds is in the highest degree creditable and worthy of our prompt imitation, and that, as citizens of Indiana, we are gratified with the interest taken in it by the last general assembly in the enactments contemplating provision for an asylum for deafmutes in this state, of which there are, according to the last census, three hundred and twelve.

Resolved, That the testimonials submitted by William Willard from His Excellency, Governor Shannon; H. N. Hubbell, Esq., superintendent of the Ohio deaf and dumb asylum; Rev. Dr. Hoge and other distinguished gentlemen of Ohio, showing that William Willard has been for many years an instructor of deafmutes in that state, and has justly gained for himself a high reputation as a teacher—that he is a gentleman of good moral character, of the first respectability and every way worthy of the most favorable consideration in reference to the instruction of deafmutes, are highly satisfactory; and we are gratified with the visit of a gentleman, himself deaf and dumb, so highly recommended by those who have been connected with an institution of such distinguished repute as the one at Columbus, Ohio.

Resolved, That we approve of Mr. Willard's proposed visit to different parts of the state for the purpose of communicating with deafmutes and their friends in relation to their instruction in this state; and that we recommend that he should, after such a visit, commence a school for deafmutes on a small scale at Indianapolis, preparatory to such further action of the legislature and other encouragement as may be given for the establishment of an asylum; and that in such visit we cordially recommend Mr. Willard to the kind attention and hospitality of the citizens of Indiana.

On October 1, Mr. Willard opened his school on the north side of Washington street, midway between Illinois street and Capitol avenue, with twelve scholars in attendance who, while paying for boarding, paid nothing for instruction.

Gardener bright from Eden's bower,
Tend with care that lily flower;
To its leaves and roots infuse
Heaven's sunshine, heaven's dews.
'Tis a type, and 'tis a pledge,
Of a crowning privilege.

The general assembly convening in the following December, its members reflecting the awakened interest of the people, still

further enhanced by the glorious work already commenced, felt itself in duty bound to take charge of, and defray the expenses on behalf of the state of the private school now under way. An incorporating board of nine trustees was appointed January 15, 1844, and at once organized the "Indiana Asylum for Deaf and Dumb." This board of trustees was composed of some of the most prominent citizens of the state, being Governor James Whitcomb, Royal Mayhew, Esq., treasurer of state, Hon. John H. Thompson, Rev. Henry Ward Beecher, Rev. Phineas D. Gurley, Rev. Love Jameson, Livingston Dunlop, M. D., Hon James Morrison and Bishop President Matthew Simpson of Asbury college. Mr. Willard, who had performed such mighty work, was naturally and justly made the chief officer with the title of principal, and under the new arrangement the first session was commenced October 1, 1844, in rented quarters, at the southeast corner of Illinois and Maryland streets, "a large and commodious building with pleasure grounds of sufficient extent to afford the pupils ample opportunity for exercise and recreation," the same having been obtained at a rental of \$300 per annum. The number of pupils starting in was sixteen, coming from the following counties: Bartholomew, 2; Henry, 1; Carroll, 1; Marion, 2; Clark, 2; Monroe, 1; Dearborn, 1; Randolph, 1; Fayette, 1; Tippecanoe, 3; Vermillion, 1.

The school remained in its first quarters until the close of the school year in 1846, when the number of pupils pressing for admission became so great, steps were taken to procure larger and more commodious quarters. On October 1, 1846, the school was opened in a large three-story building of imposing appearance upon the south side of Washington street, midway between Pennsylvania and Delaware streets, and for which a rental of \$500 per year was paid. At the time of incorporation a permanent location had not been agreed upon, and a warm contest now sprang up between various parts of the state as to which should have the location, the rivalry principally being between Bloomington and Indianapolis. The superintendent at the time, Mr. James Brown, entered into quite an extensive correspondence with the heads of other similar institutions in the United States, concerning the location, and laid the same before the committee on edu-

cation of the general assembly, to which the question had been referred. They finally decided not to accept the liberal offer of Bloomington, pledging a bonus in land and cash amounting to nearly \$4,000, and one per cent. on each one hundred dollars' worth of property within the county, but thereupon located the institution at Indianapolis because of its being the capital, a railroad center accessible from all parts of the state, and for other good and sufficient reasons.

At this same session of the general assembly steps were taken for the purchase of a site and the board of trustees, after diligent and careful search, selected the present location in the eastern central part of the city, eighty-four acres being purchased at first, and subsequently thirty-six additional, the whole costing \$6,000. This land—then one-half mile beyond the city limits, now three and one-half miles within the city limits—is now all held by the institution except thirty acres, part of which was given over to the use of the Indiana Female Reformatory and part made use of by the city in extending old streets and opening new ones. The balance of the land now held, ninety acres, is valued at \$240,000.

After securing the ground, the trustees turned their attention to building, and secured an increase of the rate of taxation. Money sufficient was obtained and buildings with a capacity of 160 to 175 were at once erected, and were ready for occupancy October 2, 1850. During the school year previous the number of pupils in attendance was 125, but during the first year in the new building the number increased to 141.

Thus fairly started, the school thrived and grew. Divine Providence seemed to smile upon it and its yearly course was constantly in advance. The deaf seeking admission grew in numbers as the state's population increased, and repairs, alterations and new buildings were added from time to time until now, in the spring of 1904, the enrollment of pupils is 334, with twenty-eight teachers in the literary department and six in the industrial department; with forty-seven officers and employes; with buildings valued at \$267,000; and with well equipped school-rooms, shops for industrial training, museum, library, and art room.

The total number of pupils matriculating since October 1, 1844, to the present time is 2,381—boys 1,366, girls 1,015.

No honors of war to our worthles belong;
Their plain stem of life never flowered into song;
But the fountains they opened still gush by the way,
And the world for their healing is better today.

When the school was first opened, it was maintained upon the proceeds of a tax of two mills upon each one hundred dollars' worth of property, which was voted by the general assembly, and which was increased from time to time until, in 1852, it yielded an income of nearly \$40,000 per year. When the state constitution was adopted in 1851, the tax was discontinued, and the support of the institution was made a direct charge upon the state treasury, where it remains today. Article IX, section 1, of the constitution reads as follows: "It shall be the duty of the general assembly to provide, by law, for the support of the Institution for the Education of the Deaf and Dumb, and of the Blind; and also for the treatment of the insane."

The amount appropriated by the general assembly for maintenance and repairs has varied from time to time, but now amounts to \$75,150 annually. In the beginning, pupils were charged for board and tuition, except they filed a certificate setting out the fact of their poverty. This was degrading and shameful and was so considered, and in a very short time, the law was changed and everything made free to all those too deaf to be educated in the common schools. And in this liberality Indiana has the proud distinction of having been the first state in the Union to throw open her educational doors to the deaf, absolutely without cost to them. And so it is today; everything is free, the state making no charge, only requiring that pupils shall pay their transportation to and fro, and furnish their own clothing, and even where this can not be done, the state provides and charges it to the county whence the pupil comes.

The institution is open to all the deaf of the state free of charge, provided they are of suitable age and capacity, and are too deaf to be educated in the common schools.

Pupils are considered of proper school age between the years of eight and twenty-one, but the admission of pupils between the

years of seventeen and twenty-one depends upon circumstances. No child who is idiotic or feeble-minded or who is afflicted with sore eyes, or with a contagious or offensive disease, or who is an invalid so confirmed as to prevent study, or who is in a badly crippled condition and unable to go up and down flights of steps, or who is unable to care for self in a general way, is received as a pupil.

The regular course of study is so arranged as to cover ten years, and is divided into primary, intermediate and academic courses. The primary and intermediate courses embrace spelling, reading, writing, drawing, arithmetic, geography, history and grammar. The two courses are divided into seven grades, five primary and two intermediate, and the time required to complete them is seven years. The academic course comprises a three years' course of advanced primary and intermediate work, and of other studies. In addition to the above, a kindergarten department, with two years' instruction, is provided for the younger and selected pupils. The regular kindergarten work for hearing-speaking children is adapted to the needs of the deaf, the second year merging into primary work. The number of years a pupil may remain in school is regulated by a time schedule, and depends upon the mental ability, progress and conduct of the pupil himself. He may remain certainly five years, subject to conditions, and as much longer, up to thirteen years, as his conduct and promotions from year to year may warrant.

It is the intention to render the pupils self-supporting in greater or less degree after leaving, by requiring them to become proficient in some useful trade or occupation, or in the underlying principles of several trades, while in attendance at the institution. In accordance with this design, all pupils are required to labor a portion of each day, the girls performing the lighter kinds of housework, cooking, the various kinds of needlework, and dress-making and millinery in all of their branches; the boys at various trades—typesetting, presswork, carpentry, cabinetmaking, wood-turning, painting, glazing, cutting, fitting, making and the repair of shoes; harnessmaking, tinwork, baking, cooking, floriculture, barbering and farming. Pupils are assigned to one or more of these occupations, or others, as the superintendent may deem them

most fitted for. Drawing, freehand and mechanical, is taught to all pupils during the first five years, and in the four higher grades all girls and selected boys are taught sketching, designing, modeling, woodcarving and painting in oil, water-colors and pastel.

The general system of instruction used is known as the American (combined) system, under which all known methods and their variations may be used for the attainment of an object common to all. Speech and speech-reading are regarded as very important, but mental development, and the acquisition of language and general knowledge, are regarded as still more important. It is believed that with a great many of the new pupils now entering, the necessary mental development and acquisition of language and general knowledge may be as well attained by the oral method, which results in speech and speech-reading, as by the manual method, which precludes this much-to-be-desired result. So far as circumstances permit, such method (or methods) is chosen for each pupil as seems best adapted to his needs and capacity after thorough trial. In short, the rule is, any method for good results—all methods, and wedded to none.

Mr. Willard served as principal two years, being succeeded in 1846 by James S. Brown with the title of superintendent, Mr. Willard continuing his connection with the school, however, as an instructor for twenty years. In 1852, Mr. Brown resigning, the Rev. Thomas MacIntire was appointed superintendent and continued as such for twenty-seven years. Following him, came William Glenn and Eli P. Baker, each serving five years as superintendent, the latter resigning in July, 1889, at which time the present incumbent of the office, Richard Otto Johnson, was appointed after a period of service of nearly six years as secretary of the institution. At the present time, Mr. Johnson is chairman of the executive committee of the American Conference of Superintendents and Principals of Schools for the Deaf, the only member from the west or south upon the board of directors of the American Speech Association, and a member of various other national professional committees. He is the first superintendent of the institution of Indiana birth.

The management of the institution is vested in a board of trustees consisting of three members appointed by the governor

for a term of three years, so arranged that the term of one member expires each year. This board elects a superintendent for a term of four years, who by law is authorized and directed to select and appoint all subordinates—officers, teachers, attendants, and employes. The institution is thoroughly nonpartisan in its government and merit alone controls its management in every department. At the present time, the trustees are Samuel A. Bonner of Greensburg, president; William W. Ross of Evansville, treasurer; and William P. Herron of Crawfordsville, secretary. In this connection, it may be stated that during the sixty years' life of the institution, there have been but one principal and five superintendents and fifty trustees; and that of the entire number but twelve are living.

Long live the good school! giving out year by year
Recruits to true manhood and womanhood dear:
Brave boys, modest maidens, in beauty sent forth,
The living epistles and proof of its worth!

In and out let the young life as steadily flow
As in broad Narragansett the tides come and go;
And its sons and its daughters in prairie and town
Remember its honor and guard its renown.

b. INDIANA SCHOOL FOR THE BLIND.

Early in the year 1844, James M. Ray, of Indianapolis, while on a visit to Louisville, Ky., was invited to attend exercises at the institution for the blind at that place. What he saw and heard convinced him that equal facilities should be offered the blind children of his own state. Upon his invitation, the superintendent and a number of the pupils of the Kentucky institution came to Indianapolis and gave an exhibition before the succeeding session of the legislature. Soon after an act was passed levying a tax of two (2) mills on each \$100 of the taxable property for the purpose of sending the blind of this state to the schools for the blind in Ohio and Kentucky until a school could be established in this state for their education. A little later James M. Ray, Geo. W. Mears, the auditor of state and the state treasurer were constituted a board to superintend the use of the funds raised from this tax. This board advertised in numerous papers for pupils. It sent circulars to all the known persons eligible,

and employed William H. Churchman to search for blind pupils of the proper age. By these means a number of blind children were found and sent to Ohio and Kentucky to receive their education.

In 1846 the general assembly passed an act appropriating \$5,000 to found a state school. The tax was also raised to 1 cent on each \$100 for its support. Calvin Fletcher, Geo. W. Mears and James M. Ray were named a board of trustees.

By an act (December 5, 1848,) this school was to be free to all proper persons. The trustees by this act were to be absolute judges of those who were "proper" persons to be admitted. Soon the board purchased, for \$5,000, the eight-acre tract on which the present institution now stands. October 1, 1847, the state pupils having been recalled from Ohio and Kentucky, the Indiana institution was opened in a rented building. Nine pupils were present at the opening. The enrollment at the close of the first year was twenty-five.

During the summer of 1848, a three-story brick building (the present shop for boys) was erected, at a cost of \$5,000, on the grounds previously purchased, and in the fall the school was opened in this building. The building now known as the old building was commenced in 1850 and completed and occupied by the school in 1853. The building complete cost a little over \$112,000.

On the recommendation of the governor, the general assembly changed the plans of supporting state institutions from a special tax to direct appropriations, and also reorganized the boards on account of mismanagement, and made the new one for the Blind Institute consist of six members. By an act of the legislature in 1859, the board was again reorganized and made to consist of two members and a president, common to the board of the blind and deaf schools and the insane hospital.

The industrial department, which was organized early in the history of the blind school, was operated on the contract system until 1895, when it was made a part of the institution work and supported and controlled as other departments.

In 1889 an appropriation of \$45,000 was made for an addition to the building constructed in 1850. Since that time no

special appropriations have been made except for the greenhouse, which is now in use.

The buildings now on the ground are six in number and in fair condition. The main building is well constructed and externally presents an imposing and pleasing appearance, but is internally unfitted for the purpose for which it is used.

The literary department is well equipped with books, maps, globes, typewriters and smaller supplies.

The music department is supplied with good pianos, a new pipe organ, horns, violins, mandolins, music printing machines, etc.

The industrial department has a complete line of modern machines for broom making, and instruments for piano tuning and chair caning.

There are fourteen members of the faculty, and four trustees. George S. Wilson is the present superintendent.

c. INDIANA SCHOOL FOR FEEBLE-MINDED YOUTH.

The school for feeble-minded youth began in 1879 as an adjunct to the Indiana Soldiers' and Sailors' Orphans' Home, located at Knightstown, Indiana, its first name being "The Asylum for Feeble-Minded Children."

In the year 1879 the legislature, by an act, provided for the state care of feeble-minded children, requiring that arrangements be completed for the admission of this class of defectives not later than November 1st of that year. It continued as a department of the S. & S. O. Home until 1887, when the legislature gave the institution an independent existence, changed its name to "Indiana School for Feeble-Minded Youth," appropriated \$10,000 for the purchase of land "at or near the city of Fort Wayne" and appropriated \$40,000 for buildings thereon, authorized the trustees to rent temporary premises and to take immediate charge of the feeble-minded children then at the asylum. According to the records only 50 such children were enrolled at the close of the fiscal year 1886.

By the legislative act of 1887, the purpose of the institution was clearly defined, provisions being made for the care, support and training of feeble-minded children, the term feeble-minded to

include idiotic, epileptic and paralytic children. It also provided for the separation of the different grades, one department to be known as industrial, the other custodial; the industrial department to be for feeble-minded children who were capable of taking on the rudiments of a common school education; the custodial department to be an asylum for low grade feeble-minded, idiotic and epileptic children. The age limit was fixed at from six to eighteen years.

By a recent act of the legislature no child can be received into the industrial department of the institution who is over sixteen years of age at the time application is made, provisions, however, have been made for the admission of women of child-bearing age, between the ages of sixteen and forty-five years.

The law requires parents or guardians of all children under sixteen years of age to pay \$150 per annum for their support, provided they are financially able to do so, if unable to pay this amount, then the county commissioners of the county from whence the pupil comes decides how much, if anything at all, shall be paid. If the parent or guardian is unable to contribute towards the pupil's support, such pupil is received as a state charge, entitled to all the privileges and benefits of the institution.

The executive management of the institution is vested in the superintendent, who must be an expert in the care and training of feeble-minded children. He employs all other officers and employes and is responsible to the board of trustees for his acts.

The general charge and management of the institution is entrusted to a board of trustees, consisting of three members appointed for a term of four years by the governor, and may be removed for cause, one member of the board to be a woman.

The educational department is under the direction of a principal, who is assisted by eleven special instructors, trained in the education of feeble-minded children. Range of studies include those of the common school to the fourth grade, inclusive.

Other employes necessary to carry on the work of the institution, including attendants, domestics, mechanics and laborers, number 125.

The present valuation of grounds, buildings and all other equipment is, \$550,000.

The enrollment on November 1, 1903, was: Boys, 512; girls, 445; adult females, 91. Total, 1,048.

Of this number 269 are epileptics.

The institution is supported by the state, fixed amounts being allowed by the legislature for maintenance and other specific purposes. Maintenance appropriation for the biennial period ending October 31, 1904, being \$100,000 per annum, based upon an average attendance of 800 inmates, with an additional allowance of \$110 per annum for each person over that number.

d. INDIANA SOLDIERS' AND SAILORS' ORPHANS' HOME.

The site of this institution was known for many years before the civil war as the "Knightstown Springs." It was visited as a health resort on account of the many mineral springs supposed, at least, to possess healing properties. The fame the location then boasted only served to attract public attention until such time as its healthful location and its springs of pure water would be needed for a greater purpose.

As early as the summer of 1865, a committee was appointed by some of the leading citizens of Indianapolis, to make choice of a site for a soldier's home. After careful canvass of the state, the "Knightstown Springs" received first choice, and the old hotel, with a tract of 54 acres of land, was purchased by private donations. The place was immediately fitted up for the purpose. The directors soon found that they could not rely upon voluntary contributions to meet necessary expenses and the property passed into the hands of the state and was placed in the care of officers appointed by the legislature. In March, 1867, the Home for Disabled Soldiers, became an institution for the maintenance not only of disabled soldiers and seamen, but also of their widows and orphans.

There were advocates of a separate home for orphans, but it was feared that it might prove too great an undertaking at that time.

Nevertheless, Mr. George Merritt, of Indianapolis, an advocate of a separate home for the orphans, provided a small building near the present site of Lincoln hall, and across the road from the Soldiers' Home, in which ten soldiers' orphan children were

placed under the care of Susan Fussell, a lady well qualified for the task. She began her work here in April, 1866. Here Miss Fussell lived for ten years, with her charge of ten orphans, independent of the state home, except that they attended the school established by the state for such children as occupied the Soldiers' Home. Miss Fussell, with her little family of ten orphan children, is the beginning of the Soldiers' and Sailors' Orphans' Home of the present.

In a short time, the number of admissions to the Soldiers' Home was so great that more room was required, and five acres of ground east of the road, and directly opposite the Soldiers' Home, were purchased and a new and commodious building erected thereon. To this building the old soldiers were transferred and the children were left in the "hotel home."

In 1870, however, the children so far outnumbered the soldiers that they exchanged quarters, the children taking the new home, and the soldiers returned to the hotel. Early on Christmas morning, 1871, the hotel home was burned, and soon thereafter the soldiers were removed to the National Military Home, at Dayton, Ohio. This left the orphans in full possession, until, in 1879, an asylum for feeble-minded children was attached to the institution. This arrangement continued until the legislature of 1887, separated them, sending the feeble-minded children, May 17, to Fort Wayne, leaving the orphans sole possessors of the ground again, which arrangement has continued ever since.

The home has been twice burned. First on the 8th of September, 1877, and again on July 26, 1886. There was no loss of life on either occasion, and with commendable promptness the trustees rebuilt. The foundation of the present administration building was laid on November 17, 1886. A new and commodious school building was completed in January, and on the 6th day of February, 1888, was occupied by the children.

From this date, the educational development of the children placed in this home, began to be reckoned the *chief* purpose of their stay here. A course of study was arranged, corresponding with the public schools of the state at large; the departments well equipped with necessary facilities, and the greatest care taken in the selection of teachers. Under the law, all children over 13

years of age, attend school half of the day and work at some industrial trade the other half.

The course of study embraces all grades beginning with the kindergarten up to and including the ninth grade of the public school course.

The board of trustees of the homes is composed of two men, one from each of the leading political parties, and one woman. They are appointed by the governor, for the term of four years.

The number of children in the home October 31, 1903, is as follows: Boys, 342; girls, 231. Total, 573.

The institution is supported by appropriations made by the legislature.

c. INDIANA BOYS' SCHOOL.

The Indiana Reform School for Boys was established by an act of the forty-fifth regular session of the general assembly, which convened January 10, 1867.

Governor Conrad Baker appointed as the first commissioners, Chas. F. Coffin, Richmond, Ind., Alexander C. Downey, Rising Sun, Ind., and Joseph Orr, Fort Wayne, Ind.

The general assembly empowered Governor Baker to select a site for the said institution. Exercising this right, he purchased the present site from Robert Downard and John Lawrence of Plainfield, for the sum of twelve thousand dollars (\$12,000).

The farm at that time consisted of 225 acres beautifully situated on a bluff of White Lick creek, nearly a mile southwest of the village of Plainfield, Hendricks county. The institution is of easy access by way of the National gravel road, Vandalia railroad and the Indianapolis & Plainfield Traction railroad.

Frank B. Ainsworth was chosen first superintendent, his term dating from August 28, 1867, to April 1, 1876. He was succeeded by James O'Brien, who served until April 1, 1880, when Thomas J. Charlton was appointed. Mr. Charlton served twenty-one years and was succeeded by the present superintendent, Eugene E. York, April 1, 1901.

The school has made steady growth from its inception. Owing to this gradual growth, the general assembly of 1895, by petition from the board and superintendent, passed an act authorizing the board of control to purchase additional land. Complying with

said act, they purchased 195 acres adjoining the original tract on the southwest, of E. C. Crawford, for nine thousand six hundred dollars (\$9,600).

The board, noting a continued growth of the institution, made a similar request of the general assembly of 1903 for an appropriation to purchase additional land for gardening purposes. The legislature appropriated \$6,073.75, with which 47 $\frac{7}{8}$ acres of land in the Big White Lick river bottom, adjoining the farm on the southeast, was purchased, making the institution farm consist of 467 $\frac{7}{8}$ acres, of which 303 acres are under direct cultivation.

The school was opened for admission January 1, 1868, since which time 5,616 boys have been admitted to its charge. Of this number 5,040 have been paroled, many filling useful and honorable positions in society all over the country.

In 1883 the law governing the school was radically and carefully revised so as to embody the result of experience in such work. At this time the House of Refuge was changed to the Indiana Reform School for Boys.

The general assembly at its last session passed senate bill No. 56, changing the name of the institution from Indiana Reform School for Boys to the Indiana Boys' School, so that any possible hindrance to a boy's advancement that would perhaps be found in a name and his having at one time been an inmate of the Reform School, has been removed, but the work under the new name with and for and in behalf of the boys is the same as before. Its purposes being by strict discipline and mental and moral training to teach a boy the great lesson of life under law, that as he conducts himself so will he be treated.

The Indiana boys' school is a farm and an industrial village with many industries in progress, with a school, a chapel, a hospital, printing office and various shops. The buildings in this village are heated by steam and lighted by gas and electricity. All work on the farm and in the village is carried on by the boys themselves under the direction of competent instructors.

This village has over forty-nine buildings, and with but two exceptions the brick with which they were built were made by the boys and laid in the walls by them. The total valuation of these buildings at present amount to \$125,635.

The officers of the institution consist of the board of trustees, appointed by the governor for a term of four years. The present board of commissioners are W. C. VanArsdel, Indianapolis, Ind., whose term expires March 1, 1905; W. C. Ball, Terre Haute, Ind., and Joseph B. Homan, Danville, Ind., whose terms expire March 1, 1907; and the remaining officers are superintendent, matron, assistant superintendent, clerk, chaplain, physician, assistant clerk and stenographer. The teaching faculty is composed of five teachers who have charge of the school work. In addition to the officers and teaching faculty there are thirty-six subordinate officers in charge of the manual training shops and other departments.

The equipment consists of

Library—2,500 volumes. Value \$500.

Furniture—Library, schools, 11 family buildings, chapel, old administration building, new administration building, hospital, boys' dormitory, miscellaneous. Value \$10,454.70.

Apparatus—School books, etc., boilers, engine pumps, laundry, printing, light, M. T. machinery, blacksmith shop, gas plant, greenhouse, tools, garden, bakery, shoeshop, tailor shop. Value \$28,980.50

Personal Property—Cows and hogs, horses and mules, wagons and buggies, farm implements, harness. Value \$3,321.

Present enrollment, 592.

The institution derives its support from the state. The last appropriation made for maintenance on an estimated cost of \$120 per capita, required \$65,000 per annum.

1. THE INDIANA INDUSTRIAL SCHOOL FOR GIRLS.

The Indiana Reformatory for Women and Girls was established by an act of the legislature in 1869, and from the beginning had what was called the prison side, and the reformatory side. In 1899, the girls' department was given a more appropriate name, and the title became "The Indiana Industrial School for Girls and Womans Prison." They were placed under one management, but in so far as was possible, while both remained under the same roof, they are kept separate. Since the school was established, there have been received 1,399 girls. There are now under

two hundred and fifteen girls. The work done in the industrial school is of two kinds. One half of the girls are engaged in industrial work, while the other half are doing what is usually comprehended under the term school work. These divisions alternate morning and afternoon, so that both kinds of work are in progress at the same time. The school work is very similar to that which is done in the public schools, from the fourth to the eighth grade. In general, the work done in this school is very commendable, and the specimens of composition and penmanship and other evidences of what is accomplished, will compare favorably with those of like kind from other schools. What may be called domestic industries are carefully taught in a number of different departments. The girls are taught laundry work in the best manner. There is a scientific kitchen where a small class is taught cooking in the most approved scientific method. Plain cooking is taught as well as the situation and appliances will allow. General housework, including the care of the dormitories and bath-rooms, has its place also. The girls are taught to cut and fit dresses and other garments by the simplest and most practical system. They are taught all kinds of plain sewing, hemstitching, crocheting, lace knitting, canning, basketry, bead work, and embroidery.

The institution is under a board of managers consisting of three women appointed by the governor for a term of four years, who are charged with the general management of affairs.

Present enrollment, 215.

The institution is supported by the state by an appropriation made by the legislature on a per capita basis.

9. INDIANA REFORMATORY.

The purpose of the law establishing the Reformatory is that as soon as the present contracts expire provision will be made in this institution for a thorough training of each and every inmate in the common branches; also in some trade, industry or handicraft and to offer such rewards as will enable the inmate upon his release to more surely earn his own support, and make him a more self-reliant and self-supporting citizen. For this purpose it is the duty of the management to maintain common schools and trade

school in each institution and make all needed rules and regulations for the government of same, and do such other things as are necessary to accomplish such results. The present contract of institution will not expire until July, 1906. After that date the institution will be conducted along lines indicated above.

At the present time all the illiterates that come to this institution are given special instruction up to the sixth grade. There are now about 150 of those who are most in need of such instruction. There are ten trade schools in which 100 boys are employed: in the engineering and electrical department 15; in the tailoring department 15; in the printing department 5; in the orthographic department 5; in the bookbinding department 5; in the carpentry department 7; in the painting department 5; in the tinners department 5, and in the baking department 6. In each of these departments there is a man who is thoroughly competent to instruct these boys in the practical workings of the trades. Text-books are supplied so that during the hours when they have no other work the boys may study the theory of their trades. There are these instructors in the institution which has capacity and equipment for 200 pupils daily. It is the purpose to give these boys thorough training along these lines so that when they are passed or released from the institution they can carry with them satisfaction knowing that they are able to make decent wages in the trade in which they have been instructed.

The compulsory education law in Indiana needs to be more rigidly enforced. Young men are often received in this institution between the ages of sixteen and thirty who can neither read nor write. This should not be possible in a state where the opportunities for an education are as great as they are in Indiana. These young men when placed in school here show willingness to learn to read and write. The average young man can complete a grade in from three to four months. In this institution about 15 per cent. of the boys that are admitted can neither read nor write; 50 per cent. have never reached higher than the second grade; 30 per cent. possibly have reached the third, fourth or fifth grades; while but 5 per cent. have ever received high school instruction. This alone is an object lesson that there should be compulsory education.

There is nothing that will tend so much to keep young men from becoming inmates of institutions of this character as education. Not only should they have education as they find it in the text-books, but there should be established wherever possible in our schools manual training and classes in agriculture.

If the people of this state, as well as other states, would spend more money in kindergarten schools, and would take the boy and girl from the slums and the streets and put them into such schools, and follow them on into the public schools, until they bloom into manhood and womanhood, the good results would be seen from this work in a generation from now by the population of our prisons and reformatories diminishing.

Every teacher should report to the local charity organization, or direct to the secretary of the board of state charities, any case of neglected childhood coming under the teacher's observation. If parents and guardians can not, or will not, insure proper schooling, nourishment and protection to the children in their charge, the state must see to it that these necessities of life are provided. It would be well for the members of the charity organizations, both state and county, to be urged to approach all teachers in their various districts, insuring that interest in the neglected children be encouraged.

Reformatories and prisons are only repair shops; hence the greatest good that can be accomplished by the people of the state is by adopting such methods along lines of education as will bring about the correct rearing of the child. Then, if the child should be so unfortunate as to make a misstep and be committed to a reformatory, all methods used in the institution should be along lines to build up the boy physically, mentally and morally, and not to turn him over to the mercies of the contractor, who under his system will naturally tear down the very principles that we are seeking to build up. Hence, the need of free school books and compulsory education before the child comes to such an institution; then the need of more schools, more trade schools and more teaching along moral lines after the boy is committed to such institution.

The aim of the department of schools in institutions such as the Indiana Reformatory is to give every inmate the power to read

and write and to think and reason for himself. The benefits resulting from the work of the schools in an institution of this kind are incalculable, reaching far beyond mere progress in a text book and affecting the entire future life of the inmate. His reasoning faculties are developed and all the powers of his mind are disciplined and enlarged, arousing within him an appreciation of the value of knowledge.

The institution is supported by appropriation from the legislature.



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